DOCUMENT RESUME

ED 251 568 UD 023 961

TITLE	Expanding Options. Facilitator's Guide--Student Workshop.
INSTITUTION	Center for Studies of the Person, San Diego, CA.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	84
NOTE	223p.; For related documents, see 023 962-969.
AVAILABLE FROM	WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($12.25 including Coordinator's Guide; Entire set of 8 guides $109.50).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Behavior Change; Equal Education; Learning Activities; Resource Materials; Secondary Education; *Secondary School Students; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; Teaching Guides; Workshops

ABSTRACT

This guide provides procedures and supporting materials for conducting a training workshop on sex equity which is intended to expand awareness and knowledge of the effects of sexism and to increase sex-affirmative behavior in the educational environment. Divided into nine sessions, the workshop is targeted at students in junior and senior high school. Sessions 1 and 2 are organized to increase student awareness of sexism and sex-role stereotyping, and to help students identify specific examples while developing a shared vocabulary. The next five sessions emphasize increased student knowledge about issues of sex equity (the legal aspects, the limiting effects of sex-role expectations, socialization agents, women and men in the labor force, and language and sexism). The final two sessions are designed so that teacher and students can clarify and share ideas and opinions about sex equity. In addition to describing session-by-session procedures, this guide also includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. B SIDBERRY

EDUC. DEVELOP. CENTER

BOSTON. MA.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FACILITATOR'S GUIDE—Student Workshop

CENTER FOR STUDIES OF THE PERSON
San Diego, California

Director
Lynn Stuvé

EXPANDING OPTIONS

EXPANDING OPTIONS

U.S. DEPARTMENT OF EDUCATION/WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

T.H. Bell, Secretary

UD023961

Developed by the staff of Resources for Non-Sexist Environments, a Federal WEEA project of the Center for Studies of the Person

Coordinators
Carolyn Barry
Ileana Bascuas
Michelle Halprin
Evelyn Solomon

Evaluator
Richard Carney

Secretaries
Ruthann Miller
Laura Moore

Graphic Designers
James Durkin & Francine Foster
Creative Learning Systems, Inc.

Graphic Artist
Anne Willingham

Discrimination Prohibited: No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

The activity which is the subject of this report was produced under a grant from the U.S. Department of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement should be inferred.

Printed and distributed by WEEA Publishing Center, 1984
Education Development Center, Inc., 55 Chapel Street
Newton, Massachusetts 02160

CONTENTS

Notes to the Facilitator 1

SESSION 1: Differences and Similarities 5

Worksheet 1: Student Workshop Outline 7

Assessment Instrument 1: What Do You Know About Sex Equity? 9

Assessment Instrument 2: Adult Rating Scale 19

Assessment Instrument 3: Person-Concept Incongruency Scale 23

Worksheet 2: If I Were . . . , I Could 27

Mini-Lecture: Biological Aspects of Sex Differences 29

Mini-Lecture: Psychological Aspects of Sex Differences 33

Transparency Master 1: Biological Basics 37

Transparency Master 2: Similarities and Differences 39

Transparency Master 3: Maccoby and Jacklin (1974) Research Findings 41

Worksheet 3: What's Your Sexism Quotient? 43

Assessment Instrument 4: Process Evaluation Form 45

SESSION 2: Sexism Is 47

Worksheet 4: Where Is Sexism? 49

Mini-Lecture: Sexism: Definition and Dynamics 51

Transparency Master 4: Definitions 55

Transparency Master 5: Dynamics of Sexism 57

Reading 1: Sex Equity Definitions 59
Worksheet 5: Sentence Completion--Student Version 61
Worksheet 6: Plus and Minus 63
SESSION 3: Why Title IX? 65
Mini-Lecture: Title IX 67
Transparency Master 6: Overview of General Categories: Title IX 71
Transparency Masters 7, 8, and 9: Defining the Terms A, B, and C 72
Worksheet 7: Title IX: Defining the Terms 77
Worksheet 8: Complying with Title IX--Students 79
Worksheet 9: Survey of School Practices 83
Worksheet 10: Survey of School Library 85
SESSION 4: Limiting Effects 87
Mini-Lecture: How Sex Roles Can Limit 89
Worksheet 11: Limiting Effects 91
Reading 2: Did You Know?--Girls 93
Reading 3: Did You Know?--Boys 95
SESSION 5: Socialization Agents 97
Mini-Lecture: Sex Roles and the Socialization Process 99
Transparency Master 10: Society and the Individual 101
Worksheet 12: Media Analysis for Students 103

Worksheet 13: Textbooks and the Real World 105
Worksheet 14: Magazines and the Real World 107
SESSION 6: Women and Men in the Work Force 109
Reading 4: Realities of the Work World 111
Worksheet 15: Take a Good Guess 123
Mini-Lecture: Realities of the Work World 127
Transparency Master 11: Labor Force Participation 129
Transparency Master 12: Married Women--Adult Years 131
Transparency Master 13: Occupational Distribution of Men and Women 133
Transparency Master 14: Occupational Segregation in Nontraditional Jobs 135
Transparency Master 15: Education and Earnings in Male- and Female-Intensive Occupations . . . 137
Transparency Master 16: Education and Earnings 139
Transparency Master 17: Earnings Gap Between Men and Women 141
SESSION 7: Word Power 143
Mini-Lecture: Bias in Language 145
Transparency Master 18: Societal Values 147
Transparency Master 19: Literal Interpretation 149
Transparency Master 20: Inclusive Language 151
Transparency Master 21: Stereotyping 153
Worksheet 16: Language: Make It Equitable 155

SESSION 8: Exploring Values 159

Worksheet 17: Opinion Poll 161

SESSION 9: Androgyny 163

Worksheet 18: Androgyny Scale for Students 165

Assessment Instrument 5: Final Assessment 167

NOTES TO THE FACILITATOR

EXPANDING OPTIONS provides sex equity training models for the K-12 school community. The training workshops are designed to expand awareness and knowledge of the effects of sexism and to increase sex-affirmative behavior in the educational environment. The target audience includes teachers (elementary and secondary), students (junior and senior high), student leaders, parents, administrators, counselors, and support staff.

The EXPANDING OPTIONS package includes a *Coordinator's Guide* and eight *Facilitator's Guides*. The *Coordinator's Guide* contains information on the development of the workshop model and the evaluation design, as well as a Resources List, including books and other supporting instructional materials. Each *Facilitator's Guide* provides session-by-session procedures and supporting materials. The *Facilitator's Guide* also contains all the Mini-Lectures, Activity Guides, handout materials for the participants (Assessment Instruments, Activity Cards, Readings, and Worksheets), and Transparency Masters called for in the workshop sessions.

FACILITATOR'S GUIDE

This *Student Workshop Facilitator's Guide* describes the content, process, and sequential learning experiences for nine sessions. The session-by-session goals and objectives are achieved by a variety of means, such as large group discussion, small group activities, individual Worksheets, brainstorming, Facilitator-delivered Mini-Lectures, and audiovisual presentations.

Turn to Session 1, first page, and follow along as you read this paragraph. The first page of each session contains the title and goal(s) for that session. The far left column provides an outline of the major events. The timeline, the narrow, shaded column, gives an estimated time for each activity or activity group. Use it as a guide, but make adjustments to meet the needs of your participants. Centered on the page are the objectives and events, with step-by-step instructions for you, the Facilitator. The next column to the right includes pictographic cues, which highlight major activities. The final column is a checklist of general and instructional materials to be used in the session. Underlined print in this column indicates those Worksheets, Mini-Lectures, Transparency Masters (TMs), Readings, etc., that are included in the EXPANDING OPTIONS package. All other titles listed are materials to be supplied by the Coordinator or Facilitator.

Note that there is a Homework section and a Process Evaluation at the conclusion of each session.

At the end of each session are suggested Follow-Up Activities. During the field test, many students needed more time and guided experience to explore the information presented. Use these Follow-Up Activities as needed so that students have time early on to increase their awareness of the ramifications of sexism for their own lives.

INSTRUCTIONAL DESIGN

This workshop, EXPANDING OPTIONS, is designed to move participants from awareness and knowledge to informed opinions and attitudes. This format proved to be successful during our field-test activity.

Sessions 1 and 2 are organized to increase student awareness of sexism and sex-role stereotyping and to help students identify specific examples, while developing a shared vocabulary. The next five sessions emphasize increased student knowledge about issues of sex equity. The final two sessions are designed so that you and the students can clarify and share ideas and opinions about sex equity issues. During our year of field-testing, we found this organization to be the best. Feel free to lengthen or shorten activities according to student needs. Be creative.

Within each session, activities are organized so that your presentations are followed by a group activity that invites student thinking, sharing, and input. This format requires students to take responsibility for their learning and allows you a chance to catch your breath or give individual attention.

Note that Session 2 includes the simulation game *Pro/Con*. This game should be available through the Coordinator; if not, you must arrange for delivery.

We recommend that you schedule the 7½-hour workshop (or unit) for the beginning of a semester. During the field test, students found that a daily session for two weeks was too intense; they preferred that sessions be held once or twice a week to allow them time to discuss the issues and simmer down. The sessions are designed to fit 50-minute classes but can easily be extended to 90 minutes per session is that option is available to you.

The Facilitator should develop ground rules with the students right away. We suggest the following for class discussion:

- Respect for others' opinions
- Listening and taking turns
- Acceptance of and openness to new ideas
- Consideration of others' feelings

WE RECOMMEND . . .

We recommend that you read the Readings, do the Worksheets and Activities, and become thoroughly familiar with the Mini-Lecture content, coordinating each one with its accompanying Transparencies. Participation in the Elementary or Secondary Teacher Workshop is highly recommended, as the Student Workshop does not include all the Readings, Mini-Lectures, and other background information available in the complete EXPANDiNG OPTIONS package. Furthermore, a teacher workshop will provide a support group of other teachers interested in sex equity.

Check with the Coordinator regarding responsibility for reproduction and assembly of the reproducible materials for your workshop.

The Student Workshop is best done as a team effort. Find at least one other teacher with whom you may discuss your experiences. The ideal situation would be a male-female team, demonstrating that sex equity is a *human* issue affecting both sexes. Also, with two Facilitators, some sessions can be sex segregated. Should you be able to arrange this, be sure that the female Facilitator leads the boys as well as the girls and vice versa. Try to keep the groups small--20 or fewer, if possible. Get aides to help, if that is appropriate. Students are excited and want to be heard. Be accepting of student participation and follow up with critical thinking questions.

TO TEST OR NOT TO TEST

Decide whether you will pre- and post-test participants, and adjust workshop times accordingly. Students enjoy seeing personal changes in knowledge and attitude. There are three Assessment Instruments included for pre- and post-testing: What Do You Know About Sex Equity? developed by Resources for Non-Sexist Environments to measure knowledge gain; Adult Rating Scale (ARS), which measures behavior; and Person-Concept Incongruency Scale (PCIS), which measures attitudes. The first test requires 20-30 minutes and records the most changes; the other two measures require about 10 minutes each and show more subtle changes. Answers to the knowledge test and scoring procedures for the other two tests may be found in the *Coordinator's Guide*, pp. 4-5.

Great care should be taken to preserve the anonymity of participants, while permitting a comparison of each person's pre- and post-tests. This may be done by placing all forms in prenumbered envelopes and distributing the envelopes randomly to the participants. Have students write down their numbers in at least two places where they are likely to find them at future meetings, and emphasize the importance of using the numbers on all Process Evaluation Forms. Explain the need for such numbers and make it clear that there is no intent to identify any individual.

The test items on What Do You Know About Sex Equity? are quite difficult and may cause anxiety in some participants. On the pretest, it is wise to emphasize that the items are designed to measure knowledge specific to the workshop. Participants should be reassured that they are not supposed to do very well until after the workshop experience.

FROM THOSE WHO VENTURED

Hope for the best but be prepared for the worst. No matter how well you prepare, it will take longer and be harder than you expect. If anything can go wrong, it will. However, the experience will be worth it--more enriching, expanding, and far-reaching than you could ever imagine. Good luck!

SESSION 1: DIFFERENCES AND SIMILARITIES

Student Workshop

GOAL: TO BECOME AWARE OF THE BIOLOGICAL AND PSYCHOLOGICAL PERSPECTIVES OF SEX ROLES

GENERAL BUSINESS — 5

Explain the purpose of the workshop, as follows: *(a) to explore the effects of sex roles* and *(b) to explore options for males and females.*

Discuss how the workshop will be integrated into the ongoing curriculum.

Establish ground rules and group norms.

Distribute the Worksheet "Student Workshop Outline."

Chalkboard
Newsprint
Masking tape
Markers
Overhead projector

Student Workshop Outline

ASSESSMENT (optional pretesting)

Explain and administer the Assessment Instruments, What Do You Know About Sex Equity? Adult Rating Scale, and Person-Concept Incongruency Scale. Adjust workshop times accordingly.

ASSESSMENT INSTRUMENTS:
What Do You Know About Sex Equity?
Adult Rating Scale
Person-Concept Incongruency Scale

OBJECTIVE

Students will be able to identify at least two psychological or biological differences between males and females.

DIFFERENCES AND SIMILARITIES OF SEX ROLES — 5

Introduce this activity by drawing out some specific examples. Distribute the Worksheet "If I Were . . . , I Could . . . " Give students 4-5 minutes to make individual lists of ten items under each heading.

WORKSHEET:
If I Were . . . , I Could . . .

10

Divide the class into four groups (two groups of males and two of females). Make the following assignments, giving each group 5-10 minutes and a piece of newsprint headed:

- If I were a boy, I could . . . (girls' group)
- If I were a girl, I could . . . (boys' group)
- Since I am a girl, I should . . . (girls' group)
- Since I am a boy, I should . . . (boys' group)

COULDS AND SHOULDS 10

Have students compare and contrast their lists to explore myths (shoulds) and establish realities (coulds and could nots). Suggested questions:

- *Which items can be on both boys' and girls' lists and which items cannot?*
- *Can boys "rule the kitchen"? What about famous chefs?*
- *Can girls race cars? Why don't they?*
- *Which shoulds and coulds are not interchangeable?*

List responses on the chalkboard.

BIOLOGICAL AND PSYCHOLOGICAL DIFFERENCES 10

Combine and condense the Mini-Lectures "Biological Aspects of Sex Differences" and "Psychological Aspects of Sex Differences." Use the Transparencies so that students can identify some actual psychological and biological differences between males and females.

MINI-LECTURES:
Biological Aspects of Sex Differences

Psychological Aspects of Sex Differences

FOLLOW-UP ACTIVITIES 5

Lead students to summarize, (a) stating four to six psychological and biological differences between men and women, and (b) noting that the average man and the average woman have much in common. Record student comments on the chalkboard.

Thought question: Why do these learned shoulds (such as chores) exist?

TRANSPARENCY MASTERS:
Biological Basics

Similarities and Differences

Maccoby and Jacklin Research Findings

Have students do an activity using the Worksheet "What's Your Sexism Quotient?" Have sex-segregated groups discuss the questions for 5 minutes and then have the female groups observe and listen as each male group responds to three or four of the questions, as time permits. Then reverse.

WORKSHEET:
What's Your Sexism Quotient?

PROCESS EVALUATION 5

Conduct a process evaluation of the session, using the "Process Evaluation Form."

ASSESSMENT INSTRUMENT:
Process Evaluation Form

WORKSHEET 1

STUDENT WORKSHOP OUTLINE

This workshop is designed to increase sex equity awareness and knowledge. Sessions include experiential learning activities and opportunities for students to explore their values and attitudes.

SESSION 1: DIFFERENCES AND SIMILARITIES

SESSION 2: SEXISM IS . . .

SESSION 3: WHY TITLE IX?

SESSION 4: LIMITING EFFECTS

SESSION 5: SOCIALIZATION AGENTS

SESSION 6: WOMEN AND MEN IN THE WORK FORCE

SESSION 7: WORD POWER

SESSION 8: EXPLORING VALUES

SESSION 9: ANDROGYNY

ASSESSMENT INSTRUMENT 1

WHAT DO YOU KNOW ABOUT SEX EQUITY?

This Assessment Instrument was prepared by Resources for Non-Sexist Environments to accompany the EXPANDING OPTIONS sex equity workshops.

INSTRUCTIONS: *DO NOT WRITE ON THIS FORM. Place all answers on the answer sheet.*

PART 1: LEGAL BACKGROUND

1. Title IX of the Education Amendments of 1972 . . .

   a. applies only to sex discrimination against women in education.
   b. is a state law against sex discrimination.
   c. is a county ordinance against sex discrimination.
   d. is a federal civil rights law prohibiting sex discrimination in education.
   e. Both a and d apply.

2. Under Title IX regulations, it is required that education agencies . . .

   a. take all steps necessary to end sex discrimination.
   b. adopt and publish grievance procedures.
   c. appoint a Title IX coordinator.
   d. file an assurance of compliance with the federal government.
   e. All of the above

3. Which is the clearest example of sex *discrimination* according to Title IX?

   a. Men and women are thought to have some innate differences.
   b. Boys are discouraged by counselors from going into nursing.
   c. Girls are not permitted to take auto mechanics.
   d. Girls and boys are placed in separate sections of a wrestling course.
   e. All of the above

4. Sex *fairness* is shown when . . .

   a. the letter of the Title IX requirements is met.
   b. each person is actively encouraged to do the thing in which he or she has the greatest interest.
   c. a program is mounted to make up for past sex discrimination.
   d. efforts are made to stimulate interest in educational areas that are usually "off limits" to one sex or the other.

5. Which of the practices below are permitted under Title IX?

   a. Separate ranking by sex for admissions
   b. Separate courses for boys and girls
   c. Ability grouping within P.E. classes
   d. Different graduation requirements for males and females
   e. None of these is permitted.

6. Sex *bias* is expressed when . . .

   a. boys are ridiculed for being interested in a dance course.
   b. boys are not allowed to take home economics.
   c. women are paid less than men for the same work.
   d. separate graduation standards are used for males and females.
   e. All of the above

7. A Title IX program that clearly shows *sex-affirmative* actions would include . . .

   a. appointment of a Title IX coordinator who has many other responsibilities.
   b. separate sections of sports classes for both sexes.
   c. active encouragement of women who want to enter executive-level educational positions.
   d. no discouragement of boys who want to take home economics.
   e. Both b and c apply.

PART 2: CHANGE

1. What is usually the *last* personal change to be made when sexism is effectively reduced?

   a. Blaming others for the problems of sexism
   b. Integration of the needed changes into thought and behavior
   c. Intellectual understanding of the problem
   d. Feelings of guilt and anger
   e. Emotional identification with the opposite sex and a major change in personality

2. The prospect of change is likely to produce . . .

   a. resistance in the form of apathy.
   b. immediate acceptance as a natural process.
   c. a stimulating sense of challenge for nearly everyone.
   d. uneasiness about the unknown.
   e. Both a and d apply.

3. When producing change, one should remember that . . .

   a. each change will have an isolated effect.
   b. one part of a system is independent of the rest.
   c. a change in one part of a system may change things in other parts.
   d. small changes are seldom effective even when added up.
   e. Both a and b apply.

4. Which are the primary roles of a change agent? (Circle all appropriate answers.)

   a. Disrupter
   b. Catalyst
   c. Solution giver
   d. Controller
   e. Finance acquirer
   f. Resource linker

5. A good change plan could include which steps? (Circle all appropriate answers.)

   a. Definition of the problem
   b. Takeover and control of the system

c. Evaluation and follow-up
d. A procedure to minimize knowledge and maximize emotional change
e. A process for implementing the plan
f. Straightforward use of a tried-and-true formula from earlier projects

PART 3: LANGUAGE

1. What is the most accurate statement about text and reference books?

a. Dictionaries and encyclopedias rarely show sexism in their language.
b. One of the least sexist dictionaries has been *American Heritage*.
c. School texts usually show a good balance of references to males and females.
d. Textbooks are generally sex affirmative in their emphasis.
e. Legal texts show little sex bias.

2. Examples of inclusive language are in . . .

a. use of the word *he* to refer to people in general.
b. reference to the office secretaries (female) as *girls*.
c. more frequent use of *he* and *him* than *she* and *her* in school textbooks.
d. use of the word *homemaker*.
e. virtually always showing scientists as males.

3. Identify the phrase that reflects sexist language.

a. The pioneers took their wives and children West.
b. They grew to adulthood.
c. The Smiths are an attractive couple.
d. The supervisor was tough on the workers.
e. She is not the right person for the job.

4. Sex stereotyping is found in which of the following science and math text examples?

a. Jim helped Sally with her math.
b. Jane bought five ribbons for $1.00. How much did each cost?
c. John built two houses for $80,000 each. How much did he spend?
d. Leaders in physics include Einstein, Mach, and Roentgen.
e. All of the above

5. Which is the most preferred form of speech when one is avoiding sexist language?

   a. She was an outstanding sculptress.
   b. The moon landing was a giant leap for mankind.
   c. Both career men and career girls should consider entering the computer field.
   d. He was her Prince Charming.
   e. None of the above is preferred.

6. Our language is structured so that . . .

   a. societal values are not reflected in legal documents.
   b. words such as *he* and *man* when used as general terms are most often interpreted by children to refer equally to both males and females.
   c. "female" words tend to name things that are powerful and active.
   d. "female" words refer to less desirable things as a rule.
   e. Both a and b apply.

PART 4: BIOLOGICAL/ PSYCHOLOGICAL

1. Sex differences in cognitive function make which of the following true?

   a. Adolescent girls have, on the average, higher verbal ability scores.
   b. Tests of analytic ability favor girls.
   c. Spatial visualization averages are higher for adolescent boys.
   d. All of the above.
   e. Only a and c apply.

2. Circle the answers for the statements below that are true.

   a. Males are more resistant to disease than females are.
   b. Females usually have XX and males XY sex chromosome pairs.
   c. Genetic defects are more common in females.
   d. Boys tend to have more muscle tissue than girls do.
   e. Males tend, at every stage of growth, to be larger and stronger than females.
   f. Premenstrual tension is innate among women.
   g. Middle-class American males tend to be more physically aggressive than their female counterparts.
   h. There is clear evidence that in every culture males are more aggressive than their female counterparts.

3. The word *androgyny* implies . . .

   a. neutering of traditional sex roles.
   b. that men take on the traditional sex role of women.
   c. that women take on the traditional sex role of men.
   d. that both sexes are free to assume aspects of both sex roles.
   e. movement toward a homosexual society and away from heterosexuality.

4. Our general concept of mental health for adults tends to be . . .

   a. negatively related to descriptions of healthy females.
   b. positively related to descriptions of healthy females.
   c. negatively related to descriptions of healthy males.
   d. positively related to descriptions of healthy males.
   e. Both a and d apply.

5. Sex hormones . . .

   a. have little to do with the gender of a child.
   b. tightly control the sex role adopted by a child.
   c. are found as androgens only in males.
   d. help produce secondary sex characteristics at puberty.
   e. clearly are more potent than socialization in the development of sex-typed behavior.

PART 5: SOCIALIZATION

1. "All mothers love their children more than fathers do" is an example of . . .

   a. sex bias.
   b. sex focusing.
   c. sex stereotyping.
   d. sex-role socialization.
   e. sex-role identification.

2. Sex-role socialization in schools includes . . .

   a. role models in texts and literature.
   b. differences in teacher response to boys and girls.
   c. differences in teacher expectations for boys and girls.

d. the physical environment of the classroom.
e. All of the above

3. According to the research of Money and Erhardt, when surgery, etc., is used to change the apparent sex of very young children . . .

a. careful socialization leads to good adjustment in the new gender identity.
b. gender identity stays the same as the genetic one in spite of changes in sex-role socialization.
c. some change in gender identity takes place but much confusion remains.
d. the child is likely to become severely emotionally disturbed during adolescence.
e. Both b and d apply.

4. Although males and females overlap greatly on all behavioral patterns, reliable average differences are found that show . . .

a. even as children males are stronger.
b. young girls have wider shoulders than boys do.
c. when social play begins, boys show more aggression than girls do.
d. females are clearly more nurturant than males are in the American middle class.
e. Both c and d apply.

5. When learning sex roles from adult role models in the home . . .

a. girls show more anxiety about their roles than boys do.
b. men spend many hours a week with their children.
c. the role model for girls is less clear than that for boys.
d. boys are more often harshly punished when they deviate from the "male" sex role than are girls when they deviate from the "female" role.
e. mothers teach the "female" sex role but have little to do with teaching the "male" role.

6. Stereotypes of female/male behaviors are . . . (Circle all appropriate answers.)

a. learned almost entirely at home.

b. reinforced by brothers, sisters, and playmates.
c. systematically portrayed in films, on TV, and in other media.
d. vigorously opposed in the typical classroom.
e. seldom found in everyday language.
f. used to assign work and play.
g. mostly learned by casual observation without the need for active reinforcement.

7. Children . . .

a. are often aware of their gender label by age three.
b. do not learn the details of their social sex roles until adolescence.
c. are treated the same, regardless of sex, until age two.
d. (both male and female) are equally valued by most cultures.
e. Both a and b apply.

PART 6: EMPLOYMENT

1. The gap between men's and women's incomes has . . .

a. widened since 1955.
b. shown a steady decrease since 1955.
c. decreased dramatically in the last few years.
d. shown little change over the years.
e. always been quite small for comparable work.

2. Which statements about women's place in the world of work are accurate? (Circle all appropriate answers.)

a. Homemaking is still the full-time job of most women.
b. Most women work only to get luxuries, while their husbands earn enough on which to live well.
c. Four out of five working women are heads of households.
d. On the average, men who have not finished high school earn more than women who graduate from college.
e. On the average, minority women workers earn more than minority men do.

3. Employment for women . . .

   a. has recently shifted toward somewhat better opportunity in professional and technical fields.
   b. will shift by 1985 to lesser percentages in the secretarial and typing fields.
   c. is currently less occupationally segregated than it was 20 years ago.
   d. is moving toward equal pay by 1984.
   e. Both c and d apply.

4. Working women . . .

   a. have median earnings nearly equal to those of men.
   b. are more likely to have more education than women who do not work.
   c. are seldom found in husband/wife families.
   d. mostly work part-time.
   e. Both b and c apply.

5. Which statement is accurate regarding labor force participation?

   a. Women make up 51 percent of the country's labor force.
   b. Middle-aged women are responsible for most of the increase in the female labor force.
   c. In nearly half of all marriages, both husband and wife are wage earners.
   d. Three out of four employed women work full-time.
   e. Both c and d apply.

What Do You Know About Sex Equity?

Answer Sheet

NAME: _____ Date: ___/___/___

INSTRUCTIONS: Circle the correct answers.

PART 1: LEGAL BACKGROUND	1. a b c d e	5. a b c d e
	2. a b c d e	6. a b c d e
	3. a b c d e	7. a b c d e
	4. a b c d	
PART 2: CHANGE	1. a b c d e	4. a b c d e f
	2. a b c d e	5. a b c d e f
	3. a b c d e	
PART 3: LANGUAGE	1. a b c d e	4. a b c d e
	2. a b c d e	5. a b c d e
	3. a b c d e	6. a b c d e
PART 4: BIOLOGICAL/ PSYCHOLOGICAL	1. a b c d e	4. a b c d e
	2. a b c d e f g h	5. a b c d e
	3. a b c d e	
PART 5: SOCIALIZATION	1. a b c d e	5. a b c d e
	2. a b c d e	6. a b c d e f g
	3. a b c d e	7. a b c d e
	4. a b c d e	
PART 6: EMPLOYMENT	1. a b c d e	4. a b c d e
	2. a b c d e	5. a b c d e
	3. a b c d e	

ASSESSMENT INSTRUMENT 2

ADULT RATING SCALE

NAME_____ AGE_____

SEX: M_____ F_____ DATE:_____

INSTRUCTIONS: *Rate or characterize yourself according to the following scale. Choose a response from 1-5 (very seldom to very frequently) which best indicates how often you choose to do the thing that is described. Place the number in the blank at the left of each item.*

1	2	3	4	5
VERY SELDOM	SELDOM	SOMETIMES	FREQUENTLY	VERY FREQUENTLY

_____ 1. YOU ARE ACTIVE AND ENERGETIC. *EXAMPLE: You are vigorous and work hard; you are busy and on the move.*

_____ 2. YOU ENGAGE OTHERS IN HELPING YOU. *EXAMPLE: You seek out and get others to show you how to do things; you look for and receive advice.*

_____ 3. YOU PLEASE OTHERS. *EXAMPLE: You are cooperative and conforming; you do what others want you to do.*

_____ 4. YOU STAND UP FOR YOUR RIGHTS. *EXAMPLE: You act assertively; you do not react timidly or shyly.*

_____ 5. YOU BUILD AND FIX THINGS. *EXAMPLE: You put things together; you figure out how to put broken things in working order.*

_____ 6. YOU MODEL AUTHORITATIVE ROLES. *EXAMPLE: You help authorities and try to enforce rules; you imitate the behavior of those in authority.*

1	2	3	4	5
VERY SELDOM	SELDOM	SOMETIMES	FREQUENTLY	VERY FREQUENTLY

_____ 7. YOU ARE DARING AND ADVENTURESOME. *EXAMPLE: You attempt physical feats; you take chances in your daily activities.*

_____ 8. YOU EXPRESS AFFECTION. *EXAMPLE: You hug and kiss others; you are tender and loving with others.*

_____ 9. YOU ARE RESPONSIVE TO AUTHORITY. *EXAMPLE: You are quick to be obedient; you do not talk back to or question those in authority.*

_____ 10. YOU ARE SENSITIVE TO OTHERS' FEELINGS. *EXAMPLE: You treat others in terms of their needs; you are not critical of others.*

_____ 11. YOU SHOW STRENGTH AND PHYSICAL PROWESS. *EXAMPLE: You pick up heavy things; you challenge others to feats of strength and speed.*

_____ 12. YOU ARE CAREFUL IN APPEARANCE. *EXAMPLE: You take time to keep clean and neat; you call attention to your appearance.*

_____ 13. YOU TAKE CARE OF OTHERS. *EXAMPLE: You comfort others when they are hurt; you help others with their problems.*

_____ 14. YOU MAKE YOUR OWN DECISIONS. *EXAMPLE: You do not depend on others in deciding what to do; you are decisive in making choices.*

_____ 15. YOU ARE COMPETENT IN DEALING WITH THE ENVIRONMENT. *EXAMPLE: You understand how things work; you are persistent and curious in finding solutions to problems.*

_____ 16. YOU ARE PHYSICALLY AGGRESSIVE. *EXAMPLE: You push or hit back if another hits or pushes you; you use force if you can't get something.*

47

_____ 17. YOU DISPLAY MANNERS. *EXAMPLE: You treat others very politely and act courteous and well behaved.*

48

1	2	3	4	5
VERY SELDOM	SELDOM	SOMETIMES	FREQUENTLY	VERY FREQUENTLY

_____ 18. YOU PARTICIPATE IN SPORTS AND ACTIVE GAMES. *EXAMPLE: You play strenuous games; you take part in rough competition.*

_____ 19. YOU KEEP THINGS NEAT AND ORDERLY. *EXAMPLE: You pick up your things and put them away.*

_____ 20. YOU LEAD OTHERS. *EXAMPLE: You initiate and organize activities; you influence others' decisions.*

The Adult Rating Scale was developed by ROBERT C. NEWMAN, Ph.D. All rights reserved.

ASSESSMENT INSTRUMENT 3

PERSON-CONCEPT INCONGRUENCY SCALE

NAME_____ AGE_____

SEX: M_____ F_____ DATE:_____

INSTRUCTIONS: *Below are 16 pairs of words with 7 spaces between each pair. Read each pair of words. Choose the space that best describes how you see women. For example, if you see women as "extremely friendly," check the far left space. If you see women as "extremely unfriendly," check the far right space. If you feel women are somewhere in between, then check the space that best describes your response.*

THE WAY I SEE WOMEN (1 2 3 4 5 6 7)			DO NOT MARK HERE	
			F	F^2
Friendly	_ _ _ _ _ _ _	Unfriendly	E__*	__
Weak	_ _ _ _ _ _ _	Strong	P__	__
Motivated	_ _ _ _ _ _ _	Aimless	A__*	__
Cruel	_ _ _ _ _ _ _	Kind	E__	__
Deep	_ _ _ _ _ _ _	Shallow	P__*	__
Slow	_ _ _ _ _ _ _	Fast	A__	__
Happy	_ _ _ _ _ _ _	Sad	E__*	__
Soft	_ _ _ _ _ _ _	Hard	P__	__
Sociable	_ _ _ _ _ _ _	Unsociable	E__*	__
Excitable	_ _ _ _ _ _ _	Calm	A__	__
Bad	_ _ _ _ _ _ _	Good	E__	__
Free	_ _ _ _ _ _ _	Constrained	P__*	__
Passive	_ _ _ _ _ _ _	Active	A__	__
Wise	_ _ _ _ _ _ _	Foolish	E__*	__
Humorous	_ _ _ _ _ _ _	Serious	P__	__
Complex	_ _ _ _ _ _ _	Simple	A__*	__

Total F ____

Total F^2 ____

PLEASE TURN TO THE NEXT PAGE

On this page please rate how you would <u>like</u> women to be.

THE WAY I WOULD LIKE WOMEN TO BE (1 2 3 4 5 6 7)		F_1	F_1-F	$(F_1$-F$)^2$
Friendly _ _ _ _ _ _ _	Unfriendly	E__*	__	__
Weak _ _ _ _ _ _ _	Strong	P__	__	__
Motivated _ _ _ _ _ _ _	Aimless	A__*	__	__
Cruel _ _ _ _ _ _ _	Kind	E__	__	__
Deep _ _ _ _ _ _ _	Shallow	P__*	__	__
Slow _ _ _ _ _ _ _	Fast	A__	__	__
Happy _ _ _ _ _ _ _	Sad	E__*	__	__
Soft _ _ _ _ _ _ _	Hard	P__	__	__
Sociable _ _ _ _ _ _ _	Unsociable	E__*	__	__
Excitable _ _ _ _ _ _ _	Calm	A__	__	__
Bad _ _ _ _ _ _ _	Good	E__	__	__
Free _ _ _ _ _ _ _	Constrained	P__*	__	__
Passive _ _ _ _ _ _ _	Active	A__	__	__
Wise _ _ _ _ _ _ _	Foolish	E__*	__	__
Humorous _ _ _ _ _ _ _	Serious	P__	__	__
Complex _ _ _ _ _ _ _	Simple	A__*	__	__

Total F_1 ____

Total F_1-F ____

Total $(F_1$-F$)^2$ ____

PLEASE TURN TO THE NEXT PAGE

52

INSTRUCTIONS: *Below are 16 pairs of words. There are 7 spaces between each pair. Read each pair of words. Choose the space which best describes how you see men. For example, if you see men as "extremely friendly," check the far left space. If you see men as "extremely unfriendly," check the far right space. If you feel men are somewhere in between, then check the space which best describes your response.*

THE WAY I SEE MEN 1 2 3 4 5 6 7		M	M^2	F-M	$(F-M)^2$
Friendly _ _ _ _ _ _ _	Unfriendly	E_*	_	_	_
Weak _ _ _ _ _ _ _	Strong	P_	_	_	_
Motivated _ _ _ _ _ _ _	Aimless	A_*	_	_	_
Cruel _ _ _ _ _ _ _	Kind	E_	_	_	_
Deep _ _ _ _ _ _ _	Shallow	P_*	_	_	_
Slow _ _ _ _ _ _ _	Fast	A_	_	_	_
Happy _ _ _ _ _ _ _	Sad	E_*	_	_	_
Soft _ _ _ _ _ _ _	Hard	P_	_	_	_
Sociable _ _ _ _ _ _ _	Unsociable	E_*	_	_	_
Excitable _ _ _ _ _ _ _	Calm	A_	_	_	_
Bad _ _ _ _ _ _ _	Good	E_	_	_	_
Free _ _ _ _ _ _ _	Constrained	P_*	_	_	_
Passive _ _ _ _ _ _ _	Active	A_	_	_	_
Wise _ _ _ _ _ _ _	Foolish	E_*	_	_	_
Humorous _ _ _ _ _ _ _	Serious	P_	_	_	_
Complex _ _ _ _ _ _ _	Simple	A_*	_	_	_

Total M ___

Total M^2 ___

Total F-M ___

Total $(F-M)^2$ ___

PLEASE TURN TO THE NEXT PAGE

On this page please rate how you would <u>like</u> men to be.

THE WAY I WOULD LIKE MEN TO BE (1 2 3 4 5 6 7)		M_I	M_I-M	$(M_I-M)^2$	F_I-M_I	$(F_I-M_I)^2$
Friendly	Unfriendly	E*				
Weak	Strong	P				
Motivated	Aimless	A*				
Cruel	Kind	E				
Deep	Shallow	P*				
Slow	Fast	A				
Happy	Sad	E*				
Soft	Hard	P				
Sociable	Unsociable	E*				
Excitable	Calm	A				
Bad	Good	E				
Free	Constrained	P*				
Passive	Active	A				
Wise	Foolish	E*				
Humorous	Serious	P				
Complex	Simple	A*				

Total M_I ___

Total M_I-M ___

Total $(M_I-M)^2$ ___

Total F_I-M_I ___

Total $(F_I-M_I)^2$ ___

Adapted from the Self-concept Evaluation Location Form (SELF), copyright 1978 by Richard E. Carney, Gil Spielberg, and Clifford W. Weedman. All rights reserved. Reproduction of the SELF or PCIS without written permission of the publishers is expressly forbidden. The SELF is available from Dr. Richard E. Carney, 3308 Midway Ct., Suite 835, San Diego, CA 92110.

WORKSHEET 2

IF I WERE...,I COULD...

INSTRUCTIONS: Imagine you are the opposite sex. List the things you could do or be that you couldn't now.

INSTRUCTIONS: Imagine you are the opposite sex. List the things you could do or be that you can't now.

If I were female/male, I could . . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Instructions: List some things you should do because you are a male or a female.

Since I am a male/female, I should . . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

MINI-LECTURE: BIOLOGICAL ASPECTS OF SEX DIFFERENCES

This Mini-Lecture provides background information on the biological influences on males and females and looks at sex differences and similarities.

DIFFERENT, BUT EQUAL

As we consider the biological aspects of sex differences, we will refer to *physical* differences between the sexes and their relationship to gender identity. The major source of clinical and experimental data is John Money and Anke Ehrhardt's Man and Woman, Boy and Girl (1972). These authors emphasize a multidisciplinary approach to gender identity that focuses on the interaction of heredity and environment. Gender identity and biological considerations are issues undergoing intensive research at present. Whatever biological differences exist, it is important not to use them to justify "natural" inferiority and superiority of the sexes.

FUNCTION AND STRUCTURE

Physical differences between the sexes fall into two categories--body processes or *function* and body composition or *structure*. Money, from Johns Hopkins University, has identified the following as biological constants. They reflect functional differences between males and females.

- Women: menstruate, gestate, lactate
- Men: impregnate

Structural differences include *skeletal*, *genetic*, and *hormonal* differences. Females have more fat, less water, and broader hips, and reach puberty, on the average, two years earlier than males. Males have more muscle tissue and wider shoulders, and show more variability in physical growth than females.

[Use the Transparencies "Biological Basics" and "Similarities and Differences" to illustrate.]

GENETIC DIFFERENCES

A normal human has 23 pairs of chromosomes in each cell, with one pair being the sex chromosome pair. In the female, the pair consists of XX chromosomes. In the male, the chromosome pair is XY. The egg and sperm each carry half of the normal number of chromosomes. The egg always carries an X chromosome, and the sperm carries either an X or a Y. Thus, the sperm, with its X or Y chromosome, determines the sex of the child.

Genes, which determine the characteristics to be inherited, are located on all chromosomes. Certain genes are carried on the sex chromosomes. This results in sex-linked traits such as color blindness and hemophilia. When these genes occur, they are carried by the X chromosome. In the male, there is no corresponding dominant gene on the Y chromosome to suppress the "defective" gene. This results in the high incidence of color blindness and hemophilia in males as compared to females. It is hypothesized that due to chromosomal structure, males are more susceptible to pre-, peri-, and postnatal difficulties.

HORMONES

In human gestation, after approximately six weeks, different internal reproductive organs begin to develop as determined by the *sex hormones*. The female system will develop unless *androgen* (male hormone) is released, causing the male system to develop. Sexual abnormalities in appearance and behavior will result if the hormone state of the fetus is disturbed during this period.

Sex hormones are also influential in establishing adult appearance during the critical period of *puberty*. Until puberty, the physical appearance of boys and girls is relatively similar and stable, aside from differences in sex organs. At puberty, hormones are released that cause secondary sex characteristics to develop. Estrogen and progesterone are female sex hormones; androgens are male sex hormones.

Research with animals and humans suggests that genes and hormones establish a *predisposition* toward a particular behavior prior to birth. This predisposition may be modified through learning. Cultural beliefs play a significant role in shaping behavior.

TWIN STUDY

The sex reassignment of a male identical twin described by Money and Ehrhardt (1972) demonstrates the impact that learning has on gender identity. At seven months of age, one boy's penis was accidentally burned off during

circumcision. Doctors advised sex reassignment, which included genital reconstruction surgery, hormone replacement, and professional guidance for the family. The parents socialized the child as a daughter. Six years later the girl (a boy at birth) behaved as a girl and was not confused as to her gender identity.

This study and others illustrate that *social factors* such as the gender to which a child is assigned can substantially modify biological predisposition.

MINI-LECTURE: PSYCHOLOGICAL ASPECTS OF SEX DIFFERENCES

This Mini-Lecture covers the fundamental aspects of psychological differences and similarities between females and males.

PSYCHOLOGY AND RESEARCH

When considering the various psychological aspects of sex differences, we will look only at behavior which is *observable*. The field of psychology does also include theories regarding the sources or causes of behavior, but these theories are based on *inferences*, which are developed through observation and speculation. Causes of behavior can only be *hypothesized*.

Research data in the area of sex-role stereotyping deal with the *average* differences between males and females as a group. It is important to note here that there are always more differences among males and among females than between the average male and average female. [Use the Transparency "Maccoby and Jacklin Research Findings to illustrate the foregoing and then discuss.]

FOUR CONSISTENT DIFFERENCES

Two Stanford psychologists, Maccoby and Jacklin (1974), spent three years reviewing and interpreting over 1,400 research studies in the area of sex differences. Their work showed only four behaviors that were consistently different for females and males. It is not known whether these differences are *innate* or *learned*. They are as follows [use the Transparency to illustrate]:

- Males demonstrated more aggressive behavior, both physically and verbally.
- Males performed better at visual-spatial tasks.
- Males excelled in mathematical ability.
- Females showed earlier verbal facility and demonstrated greater verbal ability.

Note: One behavior thought to be particularly sex-related was nurturance. Yet there is still no conclusive evidence to identify nurturance as a sex difference.

COGNITIVE DIFFERENCES

During childhood, males and females demonstrate similar visual-spatial, verbal, and mathematical abilities. At age 11 or 12, differences begin to develop, with males demonstrating greater ability at visual-spatial and mathematical tests, and females showing greater verbal ability.

SOCIAL DIFFERENCES

Males have been found to be more aggressive (physically and verbally) in all cultures where aggressive behavior has been observed. The primary recipients of male aggression are other males. At Stanford, Bandura used incentive reinforcement of aggression. He found that young females increased in aggression when they were positively reinforced for demonstrating aggressive behavior.

This study, as well as others, points to the age-old question and debate: How much of a particular behavior is innate and how much is learned?

MENTAL HEALTH

The Broverman study (1970) with mental health professionals demonstrated a double standard in criteria for mental health. The subjects were divided into three groups, each asked to describe a different concept:

- Group 1 described a healthy, mature, socially competent adult (sex unspecified).
- Group 2 described a healthy, mature, socially competent man.
- Group 3 described a healthy, mature, socially competent woman.

There was a positive correlation between the concepts of healthy adult and healthy male, but a negative correlation between the concepts of healthy adult and healthy female. In summary, healthy adults and healthy males were expected to be independent and aggressive, and to control emotion. Healthy females were expected to be passive and dependent.

It would appear that mental health professionals (both males and female) expect their female clients to be less than healthy adults. Females are

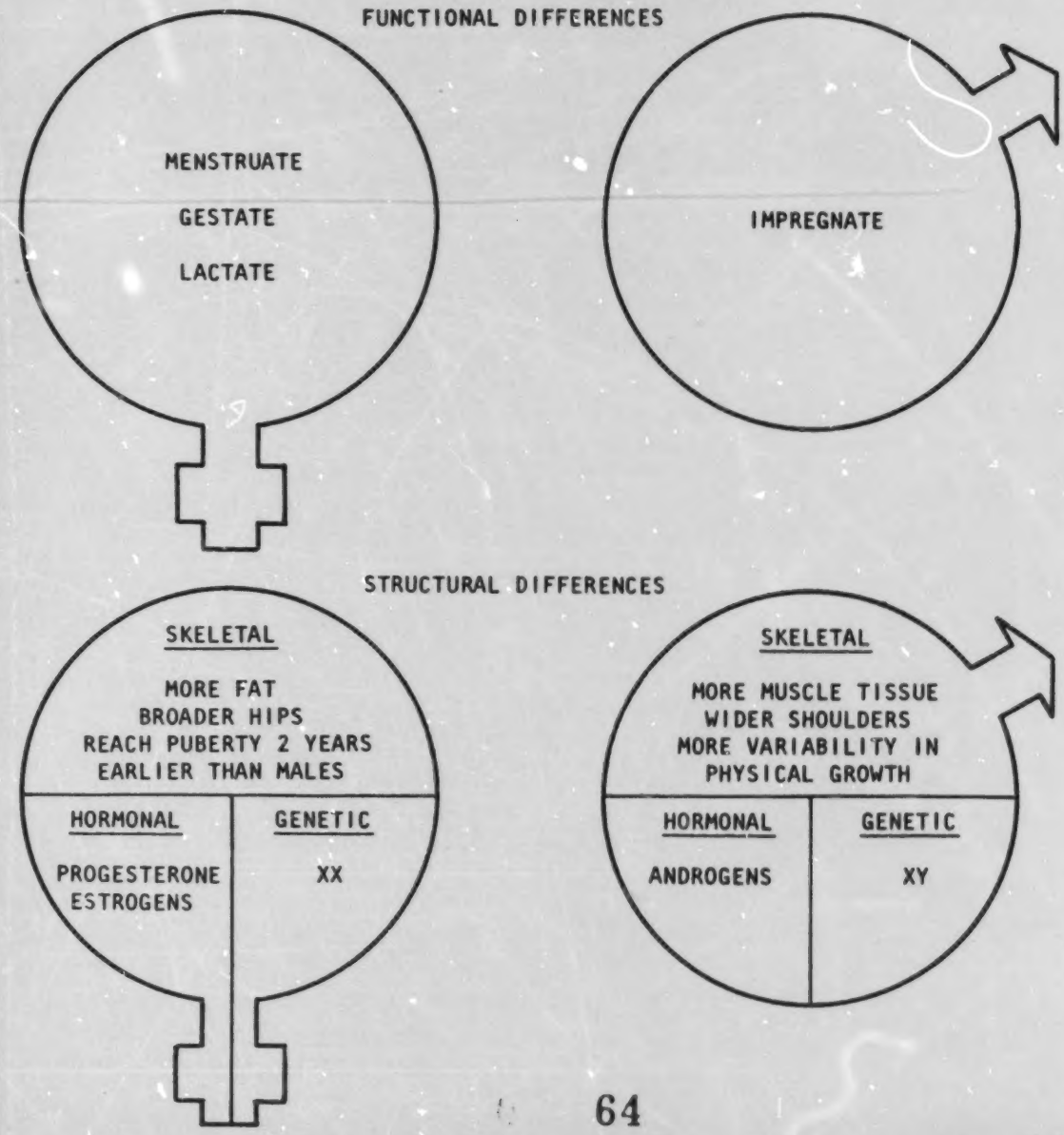
placed in the dilemma of trying to be "healthy, well-functioning adults" who are assertive and independent, while trying to be "healthy, well-functioning females" who are pleasing and somewhat dependent. In this description, female traits and adult traits are *antagonistic* to each other. In addition, stereotypic masculine traits are more socially desirable.

ANDROGYNY

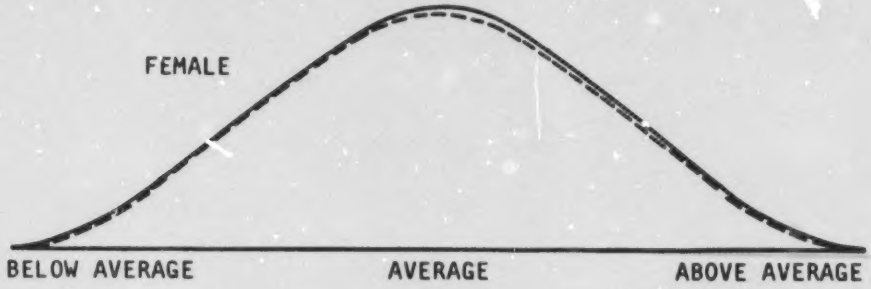
The traditional concept of mental health needs re-evaluation. A new concept, psychological *androgyny*, has emerged to expand the range of acceptable behaviors for females and males.

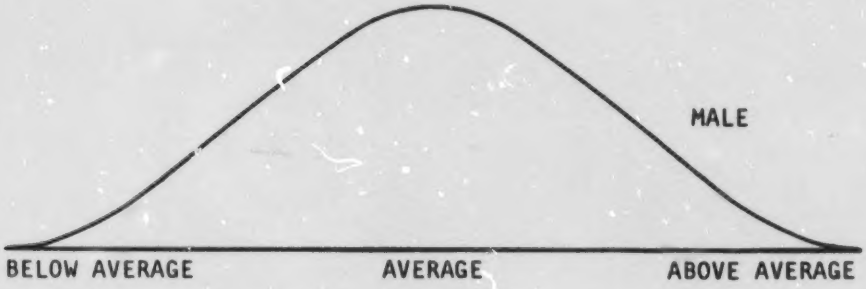
Androgyny is a balanced expression of "masculine" and "feminine" traits to allow each sex the full range of human characteristics needed for individual actualization.

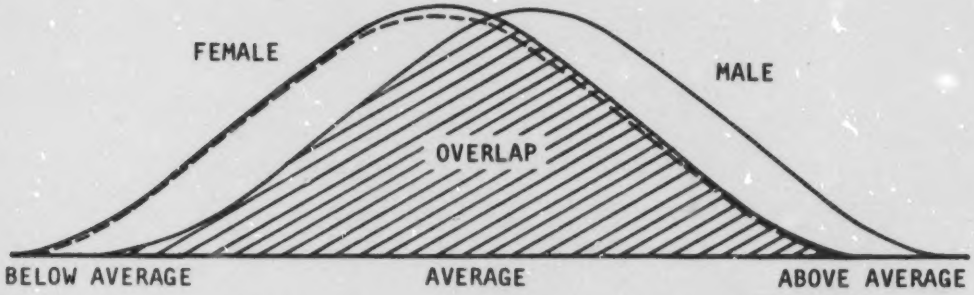
BIOLOGICAL BASICS



SIMILARITIES AND DIFFERENCES







MACCOBY AND JACKLIN (1974) RESEARCH FINDINGS

- MALES DEMONSTRATED MORE AGGRESSIVE BEHAVIOR, BOTH PHYSICALLY AND VERBALLY.
- MALES PERFORMED BETTER AT VISUAL-SPATIAL TASKS.
- MALES EXCELLED IN MATHEMATICAL ABILITY.
- FEMALES SHOWED EARLIER VERBAL FACILITY AND DEMONSTRATED GREATER VERBAL ABILITY.

WORKSHEET 3

WHAT'S YOUR SEXISM QUOTIENT?

Adapted from *Becoming Sex Fair*, a WEEA project developed by the Tredyffrin/Easttown School District, Berwyn, Pennsylvania.

Teacher Instructions: Use the following as a fishbowl activity in sex-segregated groups. Cut the sheet on the dotted lines.

WHAT'S YOUR SEXISM QUOTIENT? (Girls)

Instructions: Consider the following questions. Select three or four for <u>each</u> group member to answer in the fishbowl while the other group listens and observes.

1. Do you ever play dumb around boys? Why?
2. Do you consider marriage and children as your ultimate fulfillment in life? Will you be a failure if you don't achieve these?
3. Do you think boys should be more sexually experienced than girls?
4. Would you rather be unusually brilliant or unusually beautiful?
5. Have you ever changed plans with your best girlfriend for a date with a boy? Any boy?
6. Are you willing to pay for some dates?
7. Must a boy "take you somewhere" on a date?
8. How do you feel about your boyfriend having other girls for friends?
9. Do you object to washing windows? Washing the car? Taking out trash? Mowing the lawn?
10. What does sex fairness mean to you?

Teacher Instructions: Use the following as a fishbowl activity in sex-segregated groups. Cut the sheet on the dotted lines.

WHAT'S YOUR SEXISM QUOTIENT? (Boys)

Instructions: Consider the following questions. Select three or four for each group member to answer in the fishbowl while the other group listens and observes.

1. What does "making it" with a girl mean?
2. How do you feel if a girl you like is smarter than you are?
3. Would you mind working for a female boss?
4. Do you consider marriage and children as your ultimate fulfillment in life? Will you be a failure if you don't achieve these?
5. Would you rather be unusually brilliant or unusually handsome?
6. Does it bother you if the girl chips in on a date? If she takes the initiative on a date?
7. How do you feel about your girlfriend having other boys for friends?
8. Do you prefer girls to wear skirts?
9. Do you object to doing the dishes? Cooking dinner? Cleaning the house?
10. Do you know how sex fairness benefits men?

ASSESSMENT INSTRUMENT 4

PROCESS EVALUATION FORM

This Process Evaluation Form was prepared by Resources for Non-Sexist Environments, a federally funded WEEA project, to accompany EXPANDING OPTIONS, sex equity workshops for school communities, K-12.

INSTRUCTIONS: *To assess the effectiveness of the session, please circle the number that best indicates your response.*

1.	The organization of the session was:	7 6 5 4 3 2 1 excellent poor
2.	The objectives of the session were:	7 6 5 4 3 2 1 clearly evident vague
3.	The work of the facilitator(s) was:	7 6 5 4 3 2 1 excellent poor
4.	The ideas and activities presented were:	7 6 5 4 3 2 1 very interesting dull
5.	The coverage was:	7 6 5 4 3 2 1 adequate inadequate
6.	My attendance at this session should prove:	7 6 5 4 3 2 1 very beneficial of no benefit
7.	How involved were you in what went on in the session?	7 6 5 4 3 2 1 very involved not involved
8.	How much do you feel you gave to the group?	7 6 5 4 3 2 1 a great deal very little

9. Overall, I consider this session: 7 6 5 4 3 2 1
excellent poor

Additional comments and/or questions: _____

_____

_____

_____

_____

SESSION 2: SEXISM IS . . .

Student Workshop

GOAL: TO INCREASE AWARENESS OF THE LIMITATIONS OF SEX ROLES

GENERAL BUSINESS — 5

Invite comments and feedback on the previous session, leading up to the content of Session 2.

Explore student thoughts on why chore assignments differ on the basis of sex.

OBJECTIVE

Students will be able to identify six examples of sexism.

SEXISM IS . . . — 5

Define sexism, as follows: *Any attitude or action that stereotypes or discriminates against a person on the basis of sex--whether intentionally or unintentionally.* Give examples of sexism in each of the following areas: the work world, home, school, society at large (media), and personal relationships.

Form groups of six to eight each. Distribute the Worksheet "Where Is Sexism?" Have students generate examples, assigning at least two areas per group. Have each group select a recorder to report out or post a list, as time permits.

15

Conduct a large group sharing. Then have individuals complete the Worksheet. Discuss examples of sexism within each area, asking, *"How do these sex-role differences come about?"*

CYCLE OF SEXISM — 5

Give the Mini-Lecture "Sexism: Definition and Dynamics," using the Transparencies. Explore student understanding of *stereotype* and *discrimination*. Clarify as appropriate.

Distribute the Reading "Sex Equity Definitions."

Invite student comments, and summarize.

Chalkboard
Newsprint
Masking tape
Markers
Overhead projector

WORKSHEET: Where Is Sexism?

MINI-LECTURE: Sexism: Definition and Dynamics

TRANSPARENCY MASTERS: Definitions
Dynamics of Sexism

READING: Sex Equity Definitions

EXPLORING THE IMAGES 15

Define the words *masculinity* and *femininity*. Have students brainstorm words to finish these sentences: "Masculinity is . . . " and "Femininity is . . . " or "Men are . . . " and "Women are . . . " Record 10-20 answers for each sentence on the chalkboard. Have students compare the lists, asking them, *"Which of these items are biological differences? Which are learned differences?"*

Have individual students draw visual images to complete the heading "Masculinity is . . . " Have them do the same for "Femininity is . . . " Then, in sex-segregated groups, have students express their conceptions of masculinity and femininity through visual images, using felt-tipped pens. Select one image and ask, *"What are the limitations here? What are the payoffs?"* Note: Discuss limits regarding the portrayal of anatomy.

Have students document examples of sexism in their school.

Have students construct a bulletin board display on the dynamics of sexism. Use the Transparency from the Mini-Lecture as a model and insert student examples. This bulletin board will be of use throughout the unit.

Have students do the Worksheet "Sentence Completion--Student Version" individually. Then conduct an answer analysis in terms of sex-role stereotyping to increase awareness of the sexist attitudes and behaviors that reinforce stereotypes.

WORKSHEET: Sentence Completion--Student Version

WORKSHEET: Plus and Minus

FOLLOW-UP ACTIVITIES

Have students use the Worksheet "Plus and Minus" over a three- or four-week period. Students need extra support and specific examples to complete this valuable activity. Whenever the opportunity arises, point out appropriate examples to assist students in identifying the limitations and benefits of being male or female.

SIMULATION GAME: *Pro/Con*

Conduct the simulation game *Pro/Con* to increase awareness of issues regarding sex-role options. Preview the simulation game for possible adjustment for suitability to a particular school environment.

PROCESS EVALUATION 5

Conduct a process evaluation of the session, using the "Process Evaluation Form."

ASSESSMENT INSTRUMENT: Process Evaluation Form

WORKSHEET 4

WHERE IS SEXISM?

INSTRUCTIONS: *Brainstorm examples of sexism in each of the following areas.*

	FEMALE	MALE
WORK WORLD		
HOME AND FAMILY		
SCHOOL		

SOCIETY AT LARGE		
PERSONAL RELATIONSHIPS		

MINI-LECTURE: SEXISM: DEFINITION AND DYNAMICS

This Mini-Lecture provides an introduction to key terms and issues regarding sexism. Information on the nature of sexism in our society and the way it is perpetuated is included.

SEXISM: A DEFINITION

Sexism is subtle and pervasive. It affects everyone, males as well as females. Sexism is not a woman's issue; it is a human one. Narrowly defined sex roles limit options in every area of our lives. Because most of us are largely unaware of the subtle existence of sexism, the focus of the next series of sessions will be to take a look at sexism as it manifests itself in our personal as well as professional lives, and to identify strategies to overcome its negative effects.

[Display the Transparency "Definitions."]

Sexism may be defined as *any attitude or action that stereotypes or discriminates against a person on the basis of sex--whether intentional or unintentional.*

SEXISM IS USUALLY UNINTENTIONAL

Discrimination is often unintentional. We have so absorbed our culture's assumptions and expectations about how males and females should be that we are unaware of their influence on our interactions with others. An example of this is the use of the term "room mother." The word assumes that this duty is a female function and unintentionally excludes men. Teachers would be only too glad to have a *room parent* who is *male*. Decisions and assumptions that use sex as a criterion for assignment of job responsibilities, participation in active or quiet play, or determination of academic performance are other examples of unintentional sexism.

We all have sexist attitudes and act in sexist ways. Being *nonsexist* means that our attitudes and assumptions about ourselves and others are not based on stereotypes about men and women, but are based on individual capabilities and interests. It doesn't mean that women shouldn't be homemakers,

or that men shouldn't be the major providers. Being nonsexist means that roles will be assumed according to individual needs, desires, and talents.

SEXISM IS INSTITUTIONAL

In American institutions, which are supposedly based on the premise of "equality for all," equal participation of females and males is not a reality. Although there are numerous laws supporting "equal opportunity" for groups who have been discriminated against in the past, institutions change slowly. Currently, every major institution in our society is dominated by men: government, law, education, health care, defense, industry, religion, and other spheres of activity. In respect to sexism in education, Title IX prohibits discrimination on the basis of sex. Yet there are educational practices, despite Title IX compliance efforts, that are sexist.

Athletic programs for males, for example, receive more support and promotion than programs for females. Also, career guidance practices and testing services differentiate on the basis of sex.

DYNAMICS OF SEXISM

Sexism, like any other "ism," is self-perpetuating. This self-perpetuating dynamic can be visualized as a cycle of learning and reinforcement. [Display the Transparency "Dynamics of Sexism" to explain the following example.]

Let's use the stereotype "hot-tempered redheads" as an example of this dynamic.

- Experience: A person with red hair flares up in anger.
- Learning: This person is angered easily and has red hair.
- Generalization: People with red hair are hot-tempered (the generalization becomes the stereotype).
- Prejudgment: Next time you encounter a redhead, you expect her or him to get angry easily. Prejudices distort our perception and experience.
- Behavior That Discriminates: As you expect redheads to get angry, you act differently with them or avoid interactions with them altogether.

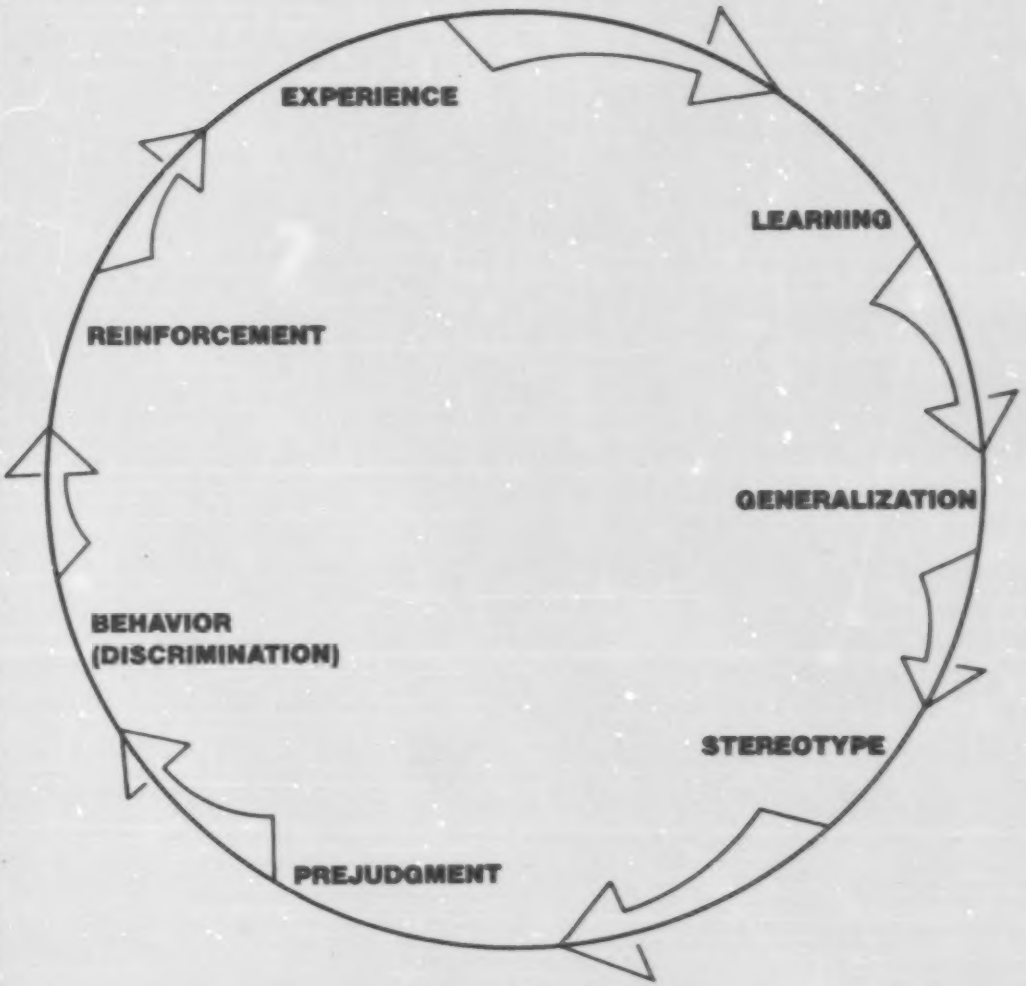
- Reinforcement (Selective Ignoring): Whenever you see a redhead get angry, you make a mental note of the behavior, even though perhaps only one of many redheads you see acts that way. We tend to "see" or notice the behavior we expect. [Have the group give examples.]

DEFINITIONS

SEXISM ANY ATTITUDE OR ACTION THAT STEREOTYPES OR DISCRIMINATES AGAINST A PERSON ON THE BASIS OF SEX--WHETHER INTENTIONAL OR UNINTENTIONAL

SEX EQUITY ATTITUDES OR ACTIONS THAT ENCOURAGE INDIVIDUALS TO DEVELOP AND ACHIEVE THEIR OPTIMAL POTENTIAL AS HUMAN BEINGS RATHER THAN AS MEMBERS OF A SPECIFIC GENDER GROUP

DYNAMICS OF SEXISM



READING 1

SEX EQUITY DEFINITIONS

Use the following definitions as a basis for discussions during the EXPANDING OPTIONS Workshop.

SEXISM	Any attitude or action that stereotypes or discriminates against a person on the basis of sex--whether intentional or unintentional
SEX-ROLE STEREOTYPE	A narrowly defined "masculine" or "feminine" behavior or role based on society's expectations that males and females are "naturally" different
SEX-ROLE SOCIALIZATION	The process by which sex-typed behaviors are taught and reinforced by society through socialization agents, i.e., home, school, peers, institutions, media
ANDROGYNY	From the Greek roots "andr-" and "gyne," meaning male and female; indicates a balanced expression of "masculine" and "feminine" traits to allow each sex the full range of human characteristics needed for individual actualization
GENDER ROLE	Everything a person says or does to indicate to others and self the degree to which that person is male or female
GENDER IDENTITY	The internalized image of oneself as male or female and the internal standards for judging sex-appropriate behaviors
SEX EQUITY	Attitudes or actions that encourage individuals to develop and achieve their optimal potential as human beings rather than as members of a specific gender group

WORKSHEET 5

SENTENCE COMPLETION–
STUDENT VERSION

INSTRUCTIONS: Complete each phrase with whatever comes to mind first.

1. A boy who is not good at sports _____
2. I get upset when I see a girl _____
3. A girl who is good at sports _____
4. I respond to crying women by _____
5. Young boys should/shouldn't be allowed to play with dolls because _____

   _____
6. I have learned that girls should never _____
7. Girls should/shouldn't help with cooking and cleaning at home because

   _____
8. The hardest thing about being a boy is _____
9. I have learned that boys should never _____
10. The hardest thing about being a girl is _____
11. I respond to crying men by _____

12. In general, women do/do not lead happier lives than men because_____

_____

13. I get upset when I see a boy_____

14. The best thing about being a boy is_____

15. A tomboy is_____

16. A sissy is_____

17. Boys should/shouldn't help with cooking and cleaning at home because

_____

18. The best thing about being a girl is_____

19. In general, men do/do not lead happier lives than women because_____

_____

20. I admire men/women for their_____

PLUS AND MINUS

Adapted from *Becoming Sex Fair*, a WEEA project developed by the Tredyffrin/Easttown School District, Berwyn, Pennsylvania.

INSTRUCTIONS: Do daily observations of activities, discipline methods, sports, responsibilities, etc., that seem to be different because of sex, and record examples.

Ways I have benefited from being a male/female today:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Ways I have been limited or disadvantaged by being a female/ male today.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SESSION 3: WHY TITLE IX?

Student Workshop

GOAL: TO INCREASE KNOWLEDGE OF THE LEGAL ASPECTS OF SEX DISCRIMINATION

GENERAL BUSINESS 5

Invite questions and comments on the previous session and the Follow-Up Activities.

Review the Worksheet "Plus or Minus," if appropriate.

Briefly review Sessions 1 and 2 and relate them to Title IX.

OBJECTIVE

Students will be able to identify fifteen out of sixteen situations correctly as being sex discriminatory, sex biased, sex fair, or sex affirmative.

Give the Mini-Lecture "Title IX." Use the Transparencies to define and explain the terms *sex discriminatory*, *sex biased*, *sex fair*, and *sex affirmative*. Have students share their ideas and perceptions regarding the law.

TITLE IX 20

Show the filmstrip/cassette *Title IX and the Schools* or a suitable substitute.

Chalkboard
Newsprint
Masking tape
Markers
Overhead projector

MINI-LECTURE:
Title IX

TRANSPARENCY MASTERS:
Overview of General Categories: Title IX
Defining the Terms (A,B,C)

FILMSTRIP/ CASSETTE:
Title IX and the Schools

Projector
Screen
Cassette player

	10	Have students--individually or in small groups--complete the Worksheet "Title IX: Defining the Terms." Discuss briefly, sharing examples.	WORKSHEET: Title IX: Defining the Terms
	5	Have students complete the Worksheet "Complying with Title IX--Students." Discuss, collect and check, or exchange and check the Worksheet.	WORKSHEET: Complying with Title IX--Students
FOLLOW-UP ACTIVITIES	5	Distribute the Worksheets "Survey of School Practices" and "Survey of School Library" to the students. Have them complete the Worksheets and report to the class the results of their surveys. These Worksheets help students do critical thinking and require Facilitator or small group follow-up discussion.	WORKSHEETS: Survey of School Practices Survey of School Library
PROCESS EVALUATION	5	Conduct a process evaluation of the session, using the "Process Evaluation Form."	ASSESSMENT INSTRUMENT: Process Evaluation Form

MINI-LECTURE: TITLE IX

This Mini-Lecture will provide some background information and give a general scope of Title IX of the Education Amendments of 1972. Also, there is an explanation of key terms dealing with the stages of compliance with the law.

THE LAW

Title IX was passed by Congress, and signed by the President on June 23, 1972. It is a civil rights law prohibiting sex discrimination in education programs and activities receiving federal funds.

The preamble to Title IX states: *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.*

SCOPE

The scope of Title IX extends from preschool through graduate school. It protects students, professional staff, and support staff from sex discrimination.

Professional organizations, training programs, research institutes, and so on must also comply with Title IX if they receive federal dollars.

Exemptions: Military and religious schools are exempted if the laws would be inconsistent with the basic religious tenets of those schools.

SUMMARY OF THE FOUR CATEGORIES

1. The first area, General Provisions, states that all education institutions receiving federal funds must:

   - Complete a *self-evaluation* and take appropriate remedial steps to eliminate the effects of discrimination resulting from past policies or practices.

- Choose a *responsible employee* to be the *Title IX Officer*. She or he will coordinate compliance and investigate complaints.

- Include a *policy statement* in all publications. No publication should suggest by text or illustration that the recipient treats applicants or employees differently on the basis of sex.

- Give and continue to give *notification of Title IX compliance* to applicants for admission, students, parents, employees, unions, and professional organizations.

- Develop *grievance procedures* for resolution of student and employee complaints.

- File *assurance of Title IX compliance* with the federal government by October 1, 1975.

II. The second area prohibits sex discrimination in Admissions policies and criteria for selection.

III. The third area, Treatment of Students, covers discrimination in:

- housing facilities
- access to courses and activities
- counseling and guidance--tests, materials and practices
- financial aid and scholarships
- health and insurance benefits
- marital or parental status
- athletics

IV. The fourth area deals with employment and prohibits sex discrimination in recruitment, job classifications, fringe benefits, rates of pay, advertising, or pre-employment inquiries.

ENFORCEMENT

The Office for Civil Rights in the Department of Education, Washington, D.C., is responsible for enforcement.

Noncompliance could result in a cutoff of all federal funds to a school district or institution.

UNDERSTANDING THE TERMS

[Use Transparencies 16-19.] Within the context of equal educational opportunity for females and males, practices and behaviors can fall into the following categories:

- Sexist Practices and Behaviors
  - Sex Discriminatory (SD): those specifically prohibited by Title IX.
  - Sex Biased (SB): those that are still discriminatory and may be the subjects of grievances, but are not specifically covered by the Title IX regulation.
- Non-Sexist Practices and Behaviors
  - Sex Fair (SF): those affecting males and females similarly, meeting the letter of the law.
  - Sex Affirmative (SA): those that go beyond sex fair, by attempting to overcome the past effects of discrimination and bias for the affected sex.

OVERVIEW OF GENERAL CATEGORIES: TITLE IX

1. GENERAL PROVISIONS

Self-Evaluation	Notification of Title IX Compliance
Title IX Officer	Grievance Procedures
Policy Statement	Assurance of Title IX Compliance

2. ADMISSIONS POLICIES

3. TREATMENT OF STUDENTS

Housing	Financial Aid
Courses	Health and Insurance
Activities	Marital or Parental Status
Counseling	Athletics

4. EMPLOYMENT

DEFINING THE TERMS (A)

SEXIST

Sex Discriminatory
Sex Biased

NON-SEXIST

Sex Fair
Sex Affirmative

DEFINING THE TERMS (B)

SEX DISCRIMINATORY

SEX BIASED

SEX FAIR

SEX AFFIRMATIVE

DEFINING THE TERMS (C)

SEX DISCRIMINATORY

SEX BIASED

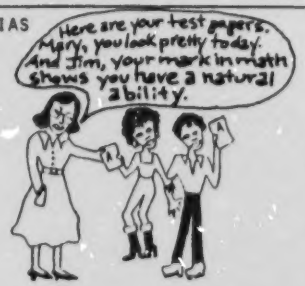
SEX FAIR

SEX AFFIRMATIVE

WORKSHEET 7

TITLE IX: DEFINING THE TERMS

INSTRUCTIONS: Give at least one "in school" and one "outside school" situation showing each of the following types of behavior.

SEX DISCRIMINATORY	SEX BIAS	SEX FAIR	SEX AFFIRMATIVE
			
SCHOOL: _____	SCHOOL: _____	SCHOOL: _____	SCHOOL: _____
OUTSIDE: _____	OUTSIDE: _____	OUTSIDE: _____	OUTSIDE: _____

103

104

WORKSHEET 8

COMPLYING WITH TITLE IX—STUDENTS

Adapted from materials developed by Resource Center on Sex Roles in Education.

INSTRUCTIONS: Read each example and decide whether it represents an attitude that is sex discriminatory (SD), sex biased (SB), sex fair (SF), or sex affirmative (SA). Label each example with the correct letters.

PART A

_____1. Teacher to student: "Mary, please don't use the power saw. I'm afraid you'll hurt yourself."

_____2. Teacher greeting students: "Jennie and Mary, how nice you look. Joel, you passed the math test! Bob, your scores are really improving."

_____3. Counselor to student: "John, cooking class is open to anyone."

_____4. Math teacher to female student: "Jean, your math scores are very high. Have you considered engineering? I'll be glad to help you look into it. There are some special programs available for female students."

PART B

_____1. Student government official announcement: School policy requires that boys and girls wear P.E. uniforms that are similar in price and style.

_____2. Student to student: "You know that fight yesterday? Well, Mary was only lectured, but Jim got three days' suspension."

_____3. Student to student: "Don't bother to raise your hand. She never calls on us girls."

_____4. Student to student: "Ms. Miller is holding a special session to tell us how boys can be nurses and medical assistants, and how girls can be fire fighters."

PART C

_____1. Principal to students: "John and Mary--you'll each receive two days' detention for violating the no smoking rule."

_____2. Teacher to student: "John, you can't sign up for cooking class. That's for girls."

_____3. Student to student: "Mr. Brown never notices how well we girls play--he only compliments the boys."

_____4. Counselor to student: "John, you do such fine artwork. Have you considered exploring career opportunities in art?"

PART D

_____1. Assistant superintendent to principal: "In compliance with Title IX, we will include a district policy statement on sex equity in all our publications."

_____2. Student to student: "Mr. Miller encouraged John and later Mary to run for student council president. He thinks they would both do a good job. I never thought about a girl being president instead of secretary."

_____3. Student to student: "Mr. Morris makes all the girls get written papers from employers before he lets them take auto mechanics, but the boys don't have to."

_____4. Student to student: "When John and Mary lost the election, Ms. Proper gave Mary a Kleenex and told John to cut out the crying and 'act like a man.'"

Answer Key

PART A

1. SD
2. SB
3. SF
4. SA

PART B

1. SF
2. SD
3. SB
4. SA

PART C

1. SF
2. SD
3. SB
4. SA

PART D

1. SF
2. SA
3. SD
4. SB

WORKSHEET 9

SURVEY OF SCHOOL PRACTICES

Adapted from materials in the *Project Awareness Training Manual*, Olympia, Washington, Public Schools.

INSTRUCTIONS: Read the following questions and relate them to what you see going on in your school. Check yes or no and be ready to discuss your answers.

		YES	NO
1.	In your school are females expected to act "like girls" and males "like boys"? (Are females being prepared for roles as traditional women? Males as traditional men?)	____	____
2.	a) Do females tend to take certain courses and males other courses?	a) ____	____
	b) Does a female in an auto mechanics course get hassled by other students?	b) ____	____
	c) If a male takes a sewing course, is he ridiculed?	c) ____	____
3.	a) Do teachers and counselors inform both sexes of a wide range of work possibilities?	a) ____	____
	b) Are both sexes channeled into traditional vocational courses and job plans?	b) ____	____
4.	Do teachers ask females to help with "housekeeping" chores such as watering the plants and dusting, and males to help with "manly" chores such as carrying boxes and operating the movie projector?	____	____

5. a) Are both sexes encouraged to participate in sports, and do they have equal opportunities, facilities, and equipment? a) ____ ____
   b) Are male sports more highly regarded? b) ____ ____
   c) Are females always the cheerleaders and boys the players? c) ____ ____

6. a) Are both sexes encouraged to participate in a wide variety of clubs, or do females cluster in some clubs and males in others? a) ____ ____
   b) Do females and males equally serve as presidents of clubs? Are females expected to be secretary? (Give a general answer, but be able to give specific examples.) b) ____ ____

7. a) Are females, particularly at the high school level, expected to be "helpless" or incompetent? a) ____ ____
   b) Are they reluctant to reveal their skills, strengths, and intelligence? b) ____ ____

8. Are males and females of ethnic minority groups expected to behave differently from white females and males? ____ ____

Review the above questions and answer the following: What are the areas in which your school needs improvement? _____

_____

_____

_____

_____

_____

SURVEY OF SCHOOL LIBRARY

Adapted from materials in the *Project Awareness Training Manual*, Olympia, Washington, Public Schools.

INSTRUCTIONS: Answer the following questions by making a site check of your library or learning center. The librarian can help you find the answers.

	YES	NO
1. Are books and/or library sections designated <u>for males</u> or <u>for females</u>?	___	___
2. Does the library include materials that discuss psychology, sociology, economics, political science, and history from female viewpoints?	___	___
3. Does the library include a significant number of biographies and autobiographies about and by women from a variety of racial and cultural groups?	___	___
4. Does the library include materials that portray women favorably in roles other than wife, mother, homemaker, nurse, teacher, and other traditionally female occupations?	___	___
5. Does the library include materials that portray men favorably in roles that include husband, father, homemaker, nursery school teacher, nurse, and other non-traditional occupations?	___	___
6. Does the library display include female subjects and multiethnic concerns?	___	___

	YES	NO
7. Do the library displays depict culturally and ethnically diverse women and men in a wide variety of activities, including child care, housework, and jobs that tend to be viewed as "men's work" or "women's work"?	___	___
8. a) Do materials on job choices and occupations offer a wide variety of options for both males and females?	___	___
b) Do they suggest tnat certain jobs are <u>for females</u> and others <u>for males</u>?	___	___
9. Do procedures and criteria for selecting library materials include evaluation for sexism and racism (check with librarian)?	___	___

Review the above questions and answer the following:

a. In what areas does the library need improvement? _____

_____

_____

b. In what areas is the library in compliance with the spirit of Title IX?

_____

_____

SESSION 4: LIMITING EFFECTS

Student Workshop

GOAL: TO EXPLORE THE LIMITING EFFECTS OF SOCIETAL SEX-ROLE EXPECTATIONS

GENERAL BUSINESS	5	Invite comments from the last session. Review Title IX, relating it to the limiting effects of sex-role stereotyping. Ask: *"Why did Congress pass Title IX?"* ***OBJECTIVE*** *Students will be able to list at least one limiting effect of sex-role stereotyping for each sex.*	 large group	Chalkboard Newsprint Masking tape Markers Overhead projector
LIMITING EFFECTS	10	Give the Mini-Lecture "How Sex Roles Can Limit."	 mini-lecture	MINI-LECTURE: How Sex Roles Can Limit
	10	Distribute the Worksheet "Limiting Effects." Define and give examples of the areas of limiting effects found on the Worksheet. Distribute the Readings "Did You Know?--Girls" and "Did You Know?--Boys." Have students complete the Worksheet in small groups, each group focusing on one area.	 worksheet	WORKSHEET: Limiting Effects READINGS: Did You Know?--Girls Did You Know?--Boys

PERSONAL EXPERIENCE

10 Have each group post examples within its area and report out to the entire class.

10 Conduct a question-and-answer session, selecting one example at a time. Ask students:

- *What are the reasons for this behavior or result?*
- *What are the likely results of this for males? For females?*
- *What are the limitations on the opposite sex because of this result?*
- *What are your personal experiences with any of these?*
- *Can girls be engineers? Can boys be nurses?*

Thought question for next session: *Where do we learn how to be boys and how to be girls?*

FOLLOW-UP ACTIVITIES

Have students note the percentage of males and females in math and science classes and report back to the class.

Have students share the results of the Worksheet "Plus and Minus," assigned as a follow-up to Session 2. Have them add examples discussed during this session that seem appropriate.

WORKSHEET:
Plus and Minus

PROCESS EVALUATION

5 Conduct a process evaluation of the session, using the "Process Evaluation Form."

ASSESSMENT INSTRUMENT:
Process Evaluation Form

MINI-LECTURE: HOW SEX ROLES CAN LIMIT

This Mini-Lecture provides a general overview of the limitations and damaging effects of sex-role stereotyping. The four areas covered overlap, but provide a useful guideline to examine these effects.

LIMITING EFFECTS

Sex roles can place limitations on both females and males. These limiting effects vary in intensity, degree and general area for each sex. Men and boys seem to be more limited in the areas of interpersonal relationships and expression of tender feelings, while women and girls seem to be more affected in the areas of academic achievement, career aspiration, and self-esteem.

Before completing the Worksheet "Limiting Effects," let us look at some specific examples of the limitations of sex-role stereotyping for males and females in each of the following areas: academic and career/vocational; personal and social.

ACADEMIC AND CAREER/VOCATIONAL

FEMALE	MALE
Academic: In elementary school, females typically outperform males; but during high school years, female performance on ability tests begins to decline.	Academic: In elementary school, most discipline problems and most low achievers are male.
Career/Vocational: By the fourth grade, girls limit their career choices to four areas: teacher, nurse, secretary, or mother.	Career/Vocational: Males are restricted by social criticism when they consider nontraditional career areas such as nurse or dancer.

PERSONAL AND SOCIAL	FEMALE	MALE
	Personal: Women and men consider the female sex inferior and place greater value on characteristics associated with masculinity.	Personal: Males suffer a high health cost, as they have a 50 percent higher rate of stress-related diseases than women do.
	Social: Women tend to underrate their popularity and their leadership ability.	Social: Men learn to hide emotions and suffer consequently in relationships with their families and with other men.

LIMITING EFFECTS

The limiting effects of sex-role stereotyping are examined in this exercise.

INSTRUCTIONS: In your own words, give at least two examples of the limitations of sex-role stereotyping in each of the areas listed.

Academic and Educational Limitations

Limited Career and Vocational Aspirations

Personal Costs and Limitations

Social and Interpersonal Limits

Share at least one personal experience that is related to a limiting effect you have listed on the previous page.

READING 2

DID YOU KNOW?—GIRLS

This reading was prepared by Resources for Non-Sexist Environments, a federally funded WEEA project, to accompany EXPANDING OPTIONS, sex equity workshops for school communities, K-12.

1. Although at age nine males and females show understandings of math, science, social studies, and citizenship that are fairly equal, at age thirteen young women begin a decline in achievement that continues to adulthood.

2. Boys and girls hold higher opinions of boys than they do of girls as they progress through school. Views of girls are more negative.

3. By fourth grade, girls see their choices of occupations as four: teacher, nurse, secretary, or mother. Boys of the same age see that they have many more choices for occupations.

4. Many women in college believe men like passive women who place the duties of wife and mother above personal and professional goals.

5. By ninth grade, 25 percent of boys, but only 3 percent of girls, consider careers in science or engineering.

6. Some college women respond negatively (with resentment and dislike) to women who have achieved high academic or career success. Women may actually fear success and try to avoid it.

7. Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates disapprove of females who use their intelligence.

8. Although women make better high school grades than men, they are less likely to believe they can do college work.

9. The majority of working women will work 30 years or more.

10. In 1974, women with college degrees still earned less than men who had completed only eighth grade.

The following <u>generalizations</u> can be made:

- Women are employed in lower paying jobs than men.
- Women have limited career aspirations.
- Women tend not to realize their full potential.
- Women tend to be more dependent than men.

127

128

READING 3

DID YOU KNOW?—BOYS

This reading was prepared by Resources for Non-Sexist Environments, a federally funded WEEA project, to accompany EXPANDING OPTIONS, sex equity workshops for school communities, K-12.

1. The expectations for boys to behave in a "masculine" way are very strong even before they are five years old. Girls don't experience as much pressure to be "feminine."

2. Violence in American society is taught and acted out. Boys are actually encouraged by adults to be aggressive; girls are not. Television models encourage aggression in males.

3. The male stereotype says that men and boys must be strong, independent, and powerful. Males must not appear weak or unsure and must not discuss or express certain feelings such as sadness, fear, and tenderness--no "sissy stuff."

4. Boys receive more control warnings than girls, such as "That's enough talking, Bill," or "Put that comic book away, George." Also, when teachers criticize, they are more likely to use harsh or angry tones when talking to boys than when talking to girls about the same kind of behavior.

5. Almost nothing in males' early learning prepares them for being fathers. They are discouraged as children from play activities involving baby surrogates (such as teddy bears and dolls) and are rarely required to help much in the care of brothers and sisters.

6. Boys build expectations that are higher than their achievements. Boys who score high in masculine behavior also score highest in anxiety.

7. Public displays of emotion by men and boys lead to a rapid decline in prestige. Males are expected to internalize these feelings, keeping a "stiff upper lip."

8. Male life expectancy is shorter than that of females, and there is a higher mortality rate for males 18 to 65 years old. Some reasons for this are probably related to sex roles.

9. Educational underachievement in the gifted occurs twice as frequently among boys as among girls.

10. National delinquency rates are five times higher among boys than among girls. Boys and men are more likely to go to prison than are girls and women, and are more likely to be the victims of robbery and murder.

The following <u>generalizations</u> can be made:

- Men have a shorter life expectancy than women.
- Men successfully commit suicide more often than women.
- Men have difficulty establishing and maintaining close relationships.
- Men do not feel comfortable expressing their feelings.

SESSION 5: SOCIALIZATION AGENTS

Student Workshop

GOAL: TO BECOME AWARE OF HOW SEX ROLES ARE LEARNED

GENERAL BUSINESS — 5

Invite questions and comments from the previous session and Follow-Up Activities.

Explore student thoughts by asking, *"Where do we learn how to be boys and how to be girls?"*

Chalkboard
Newsprint
Masking tape
Markers
Overhead projector

OBJECTIVE #1

Students will list at least three socialization agents.

SOCIALIZATION AGENTS — 15

Give the Mini-Lecture "Sex Roles and the Socialization Process," using the Transparency for background information.

Review limiting effects by asking, *"Where do we learn that boys are scientists and girls are mothers? That doctors are men? That the man must support the family? That women should be dainty and pretty and that men should be powerful and have money?"* Have the class brainstorm a list of socialization agents--TV, commercials, literature, church, language, school, history, tradition, and parents. Post the list.

MINI-LECTURE: Sex Roles and the Socialization Process

TRANSPARENCY MASTER: Society and the Individual

OBJECTIVE #2

Students will record descriptions of male and female stereotypes as shown in selected TV programs.

TV: A SOCIALIZATION AGENT

10 Decide on four to six TV programs for class analysis. Be sure there is a balance of male and female characters.

Distribute the Worksheet "Media Analysis for Students." Explain it to the students, giving examples in each category.

WORKSHEET: Media Analysis for Students

10 In small groups, have students complete the Worksheet. Assign one male and one female character to each group.

Visit the groups, observing and asking questions as necessary to keep them on track.

Conduct a large group sharing, recording descriptions of female lead characters, their roles and responsibilities, their jobs, and their way of being. Then do the same for male lead characters.

5 Ask students to discuss the following questions:

- *What were males and females like generally?*
- *What was expected of them?*
- *Do we know men and women like these? Are any of us like them?*
- *How might these portrayals influence our aspirations and expectations for ourselves?*
- *How does TV reinforce stereotypes? Where might it fit in the Dynamics of Sexism cycle?*

FOLLOW-UP ACTIVITIES

Have students complete the Worksheet "Textbooks and the Real World." Follow up with a class discussion.

Have a student bring in the lyrics of a popular song and conduct an analysis of the images and expectations presented.

Have students do the Worksheet "Magazines and the Real World."

WORKSHEETS: Textbooks and the Real World

Magazines and the Real World

PROCESS EVALUATION

5 Conduct a process evaluation of the session, using the "Process Evaluation Form."

ASSESSMENT INSTRUMENT: Process Evaluation Form

MINI-LECTURE: SEX ROLES AND THE SOCIALIZATION PROCESS

This mini-lecture provides basic information concerning sex role learning. It includes definitions of key terms and a discussion of family and school as primary agents of socialization.

SEX ROLES AND STEREOTYPING

By the age of three, children know their sex roles. A sex role is a set of behaviors and expectations taught and reinforced by society. Concepts of "masculinity" and "femininity" vary from culture to culture, as do sex-role expectations and responsibilities. Many people assume that sex roles are related to inherent differences between females and males, but researchers have found little evidence to support this assumption. In this session we will look at the "how" of sex-role socialization, or *learning*.

Our roles as female and male reflect an outward statement of our *gender identity*. When a gender label limits development to narrowly defined behavior or characteristics, we call that *stereotyping*. The consequences are damaging and stifling to individual potential and talent.

Researchers have found that sex roles are acquired in the following ways:

- Through the influence and imitation of *role models*
- As a result of selective *reinforcement* of sex-appropriate behaviors
- Through the conceptual *understanding* of masculine and feminine behaviors, and the conscious choice by the individual to conform to the appropriate roles

AGENTS OF SOCIALIZATION

Sex-role socialization, or the teaching of sex-role behaviors, is carried out by parents, teachers, literature and textbooks, peers, social institutions, and the media. Every part of a society teaches individuals to conform to cultural expectations. The socialization process is ongoing, as society dictates the parameters for proper behaviors for every stage of

our lives, from childhood to old age. [Use the Transparency "Society and the Individual" to demonstrate.] The following lists illustrate ways in which the family and school function as primary agents:

SCHOOL	HOME
■ instructional programs, such as course titles, unequal funding of athletic programs, unequal treatment in guidance and career planning	■ parental expectations and behaviors
■ differential staffing patterns	■ role models--adults, siblings, peers
■ classroom management	■ parent-assigned activities and responsibilities
■ teacher expectations and behaviors	■ television and children's literature, including fairy tales
■ instructional materials	■ toys and games

[Have participants suggest other examples.] As we become aware of the circular pattern of sex-role reinforcement, we can intervene to stimulate each student to reach full individual development.

SOCIETY AND THE INDIVIDUAL

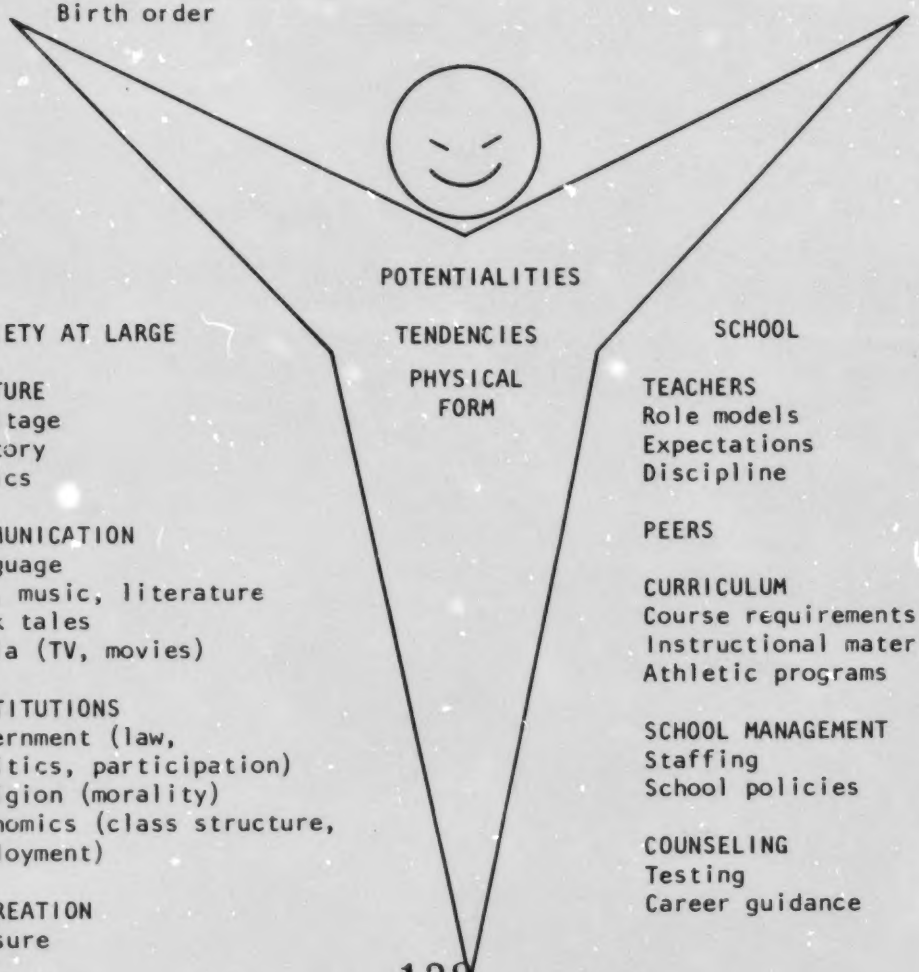
FAMILY

PARENTS
Role models
Expectations
Discipline

SIBLINGS
Birth order

ACTIVITIES
Responsibilities
Toys and games
Recreation
Books

PHYSICAL ENVIRONMENT
Colors/decoration
Space
Clothes



POTENTIALITIES

TENDENCIES

PHYSICAL FORM

SOCIETY AT LARGE

CULTURE
Heritage
History
Ethics

COMMUNICATION
Language
Art, music, literature
Folk tales
Media (TV, movies)

INSTITUTIONS
Government (law, politics, participation)
Religion (morality)
Economics (class structure, employment)

RECREATION
Leisure

SCHOOL

TEACHERS
Role models
Expectations
Discipline

PEERS

CURRICULUM
Course requirements
Instructional materials
Athletic programs

SCHOOL MANAGEMENT
Staffing
School policies

COUNSELING
Testing
Career guidance

WORKSHEET 12

MEDIA ANALYSIS FOR STUDENTS

Program_____

Media Analysis by_____

Adapted from materials developed by Sarah Zimet for the Resource Center on Sex Roles in Education.

INSTRUCTIONS: Fill in the columns below for one or two characters.

CHARACTER	SEX	AGE	TRAITS (e.g., serious, tough, bossy, loving, helpful, joking)	WORK ROLES (both in and out of the family)	MAJOR ACTIVITIES AND RESPONSIBILITIES	ATTITUDES OF OTHERS TO CHARACTER

WORKSHEET 13

TEXTBOOKS AND THE REAL WORLD

Adapted from materials in the *Project Awareness Training Manual*, Olympia, Washington, Public Schools.

INSTRUCTIONS: Select a textbook to examine and check YES or NO to the following questions.

Textbook title, publisher, and publication date: _____

_____

		YES	NO
1.	Are women present as:		
	authors in literature texts?	___	___
	leaders, reformers, pioneers, etc., in history books?	___	___
	managers in business education books?	___	___
	machinists, farmers, heroes, and mayors in other books?	___	___
2.	When examples are given, are men present as homemakers, secretaries, elementary school teachers, telephone operators, or clerks?	___	___
3.	Are the comments on women well integrated or are they bunched into a separate "women's section"?	___	___
4.	Are women of different races, religions, and ethnic groups included in the text?	___	___
	Are men?	___	___
5.	When words like *man* and *he* are used, do they mean men only?	___	___
6.	Count the pictures of people in a representative sample of a book. Are females half the total?	___	___

	YES	NO
7. Does the textbook present a significant number of fully integrated groupings (by sex, age, and race) to indicate equal status and non-segregated social relationships?	___	___
8. Are quotations, references, and extra readings authored by women as well as men?	___	___
9. Are examples by women and men used equally to illustrate theories or ideas?	___	___
10. In examples or illustrations, are females shown in passive, observer behaviors and males in more active behaviors such as heroes, creators, and researchers?	___	___
11. Do women as well as men have names, or are they *Mother* or *nurse*?	___	___
12. Does the material show awareness of a variety of people, or are all the people white, young, slim, and attractive?	___	___

Class Discussion

What types of textbooks need revision or additional resource material?

What does the survey tell us about what it is to be a male? A female? A minority male? A minority female?

143

144

WORKSHEET 14

MAGAZINES AND THE REAL WORLD

Adapted from *Becoming Sex Fair*, a WEEA project developed by the Tredyffrin/Easttown School District, Berwyn, Pennsylvania.

INSTRUCTIONS: Select a magazine and fill in the following form. Attach one or two sample pictures.

Name of magazine_____ Date_____

1. Advertisements: Look at large colored advertisements. Count the number of times adults (males and females) are shown doing the following:

	M	F		M	F
being handsome or beautiful	___	___	being mothers and fathers	___	___
being in mixed groups	___	___	doing household chores	___	___
being in single-sex groups	___	___	working outside the home	___	___

2. Articles

	M	F
How many authors are females? How many are males?	___	___
Who is most likely to read the article--women or men or both?	___	___

3. Pictures: Look through the pictures, excluding the advertisements. Estimate the number of times adults (males and females) are shown doing the following:

	M	F		M	F
being involved in vigorous activity	___	___	being with children	___	___
receiving help or advice	___	___	giving help or advice	___	___
working in non-traditional occupations	___	___	discovering or inventing	___	___

4. Summary

Look over your survey. Who do you think is most likely to read this magazine--women or men or both?_____ Why?_____

_____

Describe the pictures of women. What are the women like? What do they do? _____

_____

Describe the men. What do they do? What are they like? _____

_____

Do you know people like those shown in the ads?_____ In what ways do these people differ from families you know? _____

_____

146

147

SESSION 6: WOMEN AND MEN IN THE WORK FORCE

Student Workshop

GOALS: TO BECOME AWARE OF THE ECONOMIC REALITIES FOR WOMEN IN THE WORK FORCE
TO BECOME AWARE OF THE DISTRIBUTION OF MEN AND WOMEN IN THE WORK FORCE

Chalkboard
Newsprint
Masking tape
Markers
Overhead projector

READING: Realities of the Work World

GENERAL BUSINESS 5 Invite comments and questions on the last session.

OBJECTIVE #1

Students will state one fact concerning women in the work force.

For background, preview the Reading "Realities of the Work World."

large group

5 Using the fairy tale *Cinderella* as an example of the American Dream, explore the differing expectations for males and females and how these expectations relate to the work force--for example, girls have lower career commitment, since they are socialized to consider marriage their final goal, and boys feel pressure to be strong providers.

5 Have ten girls stand in front of the class. Divide them into groups to demonstrate as you cite the following statistics:

- *Nine out of ten of you will work, for about 25 years each.*
- *Of those nine, 71 percent (six girls) will work in one of three occupational groups:*

  13 percent (one girl) will work in service occupations.
  20 percent (two girls) will work in the professions.
  38 percent (three girls) of all of you who work will have clerical jobs, primarily as bookkeepers, secretaries, cashiers, and typists.

After the class settles, ask students, *"What does this mean for girls? How might these facts affect boys?"*

Survey the class, asking, *"How many of you have mothers who work for pay outside the home? What do they do? What one thing can we say about women in the work force?"*

Restate that most women will work at some time in their lives.

5 Have the class complete the Worksheet "Take a Good Guess" and set it aside.

REALITIES: THE WORK WORLD

10 Give the Mini-Lecture "Realities of the Work World," using the Transparencies.

10 Review the actual percentages on the second page of the Worksheet, exploring the salary differentials.

OBJECTIVE #2

Students will be able to state the ratio of men to women in at least two career areas.

5 Have each student state something he or she has just learned about men and women in the work force.

FOLLOW-UP ACTIVITIES

Preview and, if appropriate, show the film *Men's Lives* in class. Ask students: *"What are the costs and rewards of male role expectations? What are the costs and rewards for females?"*

Have students interview working women and men to learn the following:

- Why do they work?
- What is their work?
- If they are women, are they well enough paid compared to men?
- Do they like their jobs?
- If they have children, how do they manage children and work?
- How does the spouse (if there is one) feel about their working?
- If they are new to the work force, how did their parents feel about their working?

Compare and contrast answers.

PROCESS EVALUATION

5 Conduct a process evaluation of the session, using the "Process Evaluation Form."

WORKSHEET:
Take a Good Guess

MINI-LECTURE:
Realities of the Work World

TRANSPARENCY MASTERS:
Labor Force Participation
Married Women--Adult Years
Occupational Distribution of Men and Women
Occupational Segregation in Nontraditional Jobs
Education and Earnings in Male- and Female-Intensive Occupations
Education and Earnings
Earnings Gap Between Women and Men

FILM:
Men's Lives
Projector
Screen

ASSESSMENT INSTRUMENT:
Process Evaluation Form

READING 4

REALITIES OF THE WORK WORLD

This Reading was researched and written by Lynn Stuvé, Interface Network, in collaboration with Gene Tendler, San Diego Unified School District, ROP. Interface Network is an Educational Nonprofit Corporation, San Diego, California.

INTRODUCTION

There are more women working than ever before in our nation's history. More women are participating in politics; more are managing, teaching, learning, *but*. . . .

Most Americans work in sex-segregated environments. Most women hold low-status jobs and draw lower salaries than men for the same work; many live in poverty. Inequity is the reality.

This reading documents the inequities of women and work. It covers labor force participation, marital and family status, occupational segregation, education and parity, the earnings gap, and women and poverty. Finally, it suggests a focal issue for the 1980s.

LABOR FORCE PARTICIPATION

According to the Department of Labor, unprecedented numbers of women entered the work force during the 1970s. An average of over a million women were added to the work force each year during that decade, and the trend is continuing in the '80s. This rate of labor force participation signals the beginning of one of the most unique and dramatic periods of change in the role of women in our country. Most of this record gain occurred among women under the age of 35 (U.S. Dept. of Labor, Bureau of Labor Statistics, 1979).

In 1981, about 46.8 million women were working for pay outside the home, comprising 43 percent of the country's entire labor force. About three

out of every four employed women work full-time--35 hours or more per week (U.S. Dept. of Labor, Bureau of Labor Statistics, 1981a).

In 1981, 52 percent of the female population 16 years of age and over was employed, rising from 43 percent in 1970. Of the same age male population, 76 percent was employed. Until 1965, middle-aged women dominated the increases in female labor force participation. Since 1965, these increases have shifted to women under the age of 35, and are concentrated in the 25-34 age group. This is remarkable because most women in this age group are married, live with their husbands, and have children under 18 at home--factors that have traditionally tended to keep women out of the labor force (U.S. Dept. of Labor, Bureau of Labor Statistics, 1979).

Factors that account for this increase in women workers are varied. A high inflation rate has made a second income necessary for some families to survive, or to maintain their standard of living. More women are single family heads. Jobs have been available, particularly in those rapidly growing fields--sales, clerical, service--where there is a preponderance of women. Social changes--rising divorce rates, declining birth rates, later marriages--have had their effects. The standard of living has risen, and a large cohort of the post-World War II (baby boom) generation is reaching labor force age. Increasing numbers of educated women--particularly college graduates--now want to pursue careers. Finally, the women's movement has raised consciousness, making work for pay outside the home more socially acceptable for mothers and fostering the view that through work, women can find additional intellectual and personal fulfillment.

Looking ahead, the U.S. Department of Labor projects that the number of women in the labor force will continue to increase. By 1990, 57 percent of all women 16 years and older will be working or seeking jobs, and they will make up about 45 percent of the labor force. In addition, it is projected that 72 percent of all women of prime working age--ages 25 to 54--will be in the 1990 labor force (U.S. Dept. of Labor, Women's Bureau, 1980).

MARITAL AND FAMILY STATUS

Marital and family status, factors that affect women in the work force, have changed significantly over the past 25 years. In March 1981, more than half (54 percent) of the nation's children under the age of 18 had mothers who worked away from home. The numbers have risen steadily, from 39 percent in 1970. The most recent year-to-year increase in the number of children with working mothers occurred among those under six years of

age. Looking at the statistics from another perspective, 50 percent of all mothers with children under 18 were in the labor force in 1981 (U.S. Dept. of Labor, Bureau of Labor Statistics, 1981b).

Among more than half (59.8 percent) of the married couples with children, both wife and husband were wage earners. The median family income for these two-earner families was $27,745, compared to $20,743 if only the husband worked and $13,612 if only the wife worked.

In the second quarter of 1982, a record 5.9 million families, or one out of every six, were maintained by a woman who was divorced, separated, or widowed, or who had never married. The monthly incomes of families maintained by women averaged $1,012; families maintained by men averaged $1,676 per month (U.S. Dept. of Labor, Bureau of Labor Statistics, 1982a).

OCCUPATIONAL SEGREGATION

Although the number of working women outside the home has increased significantly, there has been little change in the types of work they do. Most of the 46.8 million working women are occupationally segregated. More than half of them are employed in just 20 of the 144 jobs listed in the Census Occupational Classification System. What's more, the Department of Labor predicts that women will continue to choose jobs along traditional lines in the future (U.S. Dept. of Labor, Women's Bureau, 1980).

In the first quarter of 1982, 71 percent of female workers were employed in three occupational groups: clerical (38 percent), service (13 percent), and professional (20 percent). Male workers comprised only 33 percent of the same occupational groups (U.S. Dept. of Labor, Bureau of Labor Statistics, 1982a).

Occupational segregation by sex is primarily the result of sex-role stereotyping of appropriate roles and jobs for men and women. While traditional roles may be satisfying, they often have the effect of limiting options and opportunities. For example, when junior high or high school girls are advised to avoid difficult mathematics and science courses and to think of themselves primarily as future wives and mothers, it does them a great disservice. According to the labor trends reviewed above, they are likely to be not only wives and mothers, but wage earners as well. Avoidance of mathematics and science courses eliminates many job options and limits employment to jobs that are generally lower-paying than those requiring

mathematical, scientific, or technical skills. (See the section on the earnings gap, below, for details.)

Not only are most women segregated into three major occupational groups, but even within these major categories they are concentrated in sex-segregated subgroups. To illustrate, in the clerical category, with over 14 million workers in 1981, women were concentrated in jobs as bookkeepers, secretaries, cashiers, and typists, while men were concentrated in jobs as stock clerks and storekeepers, shipping and receiving clerks, ticket agents, dispatchers, mail carriers, and estimators and investigators. Jobs that had the highest percentages of male workers had the highest wages. Specifically, secretaries (99 percent female) averaged $230 per week, while stock clerks (66 percent male) earned $264 per week; mail carriers (88 percent male) were paid $406 per week, while bookkeepers (91 percent female) earned only $227 per week (Rytina, 1982).

Even within occupations, women are segregated. As medical doctors, they are overrepresented in pediatrics, psychiatry, anesthesiology, and pathology, but grossly underrepresented in surgery and surgical specialties--the higher-paying practices. In law, few women are in the upper echelons of law firms, on judicial benches, or in prominent positions in state and national legislatures. In education, women account for nearly 82 percent of the nation's elementary teachers, but less than 50 percent of the secondary teachers and only 20 percent of college-level teachers (Rytina, 1982).

In insurance, more women are found in the less lucrative personal lines than in commercial lines. Women work in "inside" jobs where opportunities for advancement are limited, while men are placed in "outside" sales positions, which are better paid and lead to higher-level positions. Women in business are concentrated in personnel, staff, and administrative departments, where salaries are lower and opportunities limited. In retail sales, women sell low-priced items while men are placed in the "big ticket," higher-commission departments (Women Employed Institute, 1980).

When measured as a rate of increase, women's entry into nontraditional occupations shows impressive growth, but the absolute numbers of women in such occupations are extremely small (see Chart 1).

CHART 1.
WOMEN IN TRADITIONALLY MALE JOBS, 1971-1981

OCCUPATION	FEMALES EMPLOYED (THOUSANDS) 1971	1981	CHANGE 1971-1981 (THOUSANDS)	% CHANGE	FEMALES EMPLOYED AS % OF TOTAL 1971	1981
Truck Drivers	11	32	21	191	.7	2.1
Engineers	12	68	56	467	1.0	4.7
Crafts, Miscellaneous	229	595	366	160	2.7	5.6
Laborers, Miscellaneous	108	335	227	210	3.7	10.4
Protective Services	50	100	50	100	4.7	7.6
Mail Carriers	17	26	9	53	6.2	11.7
Blue-Collar Supervisors	103	186	83	81	7.4	10.5
Physicians, Dentists	103	73	30	59	7.9	23.2
Technicians, Scientists	84	188	104	124	9.7	17.8
Religious Workers	33	25	8	24	11.6	9.3

Source: U.S. Department of Labor, 1980-1981.

For the most part, women have crowded into the clerical and service fields; projections indicate that over the next decade two-thirds of the total increase in employment of women will be in traditionally female occupations.

As Chart 2 indicates, employment of women in clerical fields has increased by 8 percent over the past 20 years, while the number of women employed as managers and in administration has increased by only 2.7 percent, and as craft workers by only 1.3 percent.

CHART 2.
OCCUPATIONAL DISTRIBUTION OF WORKING WOMEN, 1960-1981

OCCUPATION	1960	1978	1981
Clerical Workers	30.3	34.6	38.0
Service Workers, except private household	23.7	20.6	12.8
Professional and Technical Workers	12.4	15.6	20.4
Operatives	15.2	11.8	12.8
Sales Workers	7.7	6.9	4.3
Managers and Administrators	5.0	6.1	7.7
Craft Workers	1.0	1.8	2.3
Other	4.3	5.5	1.7

Source: U.S. Department of Labor, Bureau of Labor Statistics, 1981.

EDUCATION AND PARITY

With respect to educational attainment, the relationship between working men and women did not change between 1970 and 1980, except among the youngest group. The proportion of men with a year or more of college continued to be almost six percentage points above that of women, while women remained less likely to be high school dropouts. However, among workers 25 to 34--the age group comprising the largest part of the baby boom generation--the male-female difference in the proportion with some college education narrowed substantially. Close to half of all workers in that age group had completed some college by 1980.

Educational attainment has historically been associated with higher rates of labor force participation, a pattern that persisted in March of 1981. College graduates had the highest labor force participation rates, and high school dropouts the lowest. However, a woman's payoff for educational achievement is much less than a man's. To illustrate, Chart 3 compares the

161

162

earnings in occupations employing large numbers of women to those in predominantly male fields that are characterized by similar or even lesser educational credentials.

CHART 3.
EDUCATION AND EARNINGS, MALE- AND FEMALE-INTENSIVE OCCUPATIONS

	MEDIAN YEARS OF SCHOOL	MEDIAN EARNINGS	
	1979	1970	1981*
MALE-INTENSIVE OCCUPATIONS			
Truck Drivers	9.0	$ 9,640	$16,328
Auto Mechanics	10.5	9,070	14,820
Delivery Workers	11.7	9,060	14,248
Wholesale Sales Reps	13.8	13,690	16,432
Managers and Administrators (nonfinancial)	13.8	16,770	22,412
FEMALE-INTENSIVE OCCUPATIONS			
Retail Sales Clerks	12.7	$ 6,470	$ 9,256
Bookkeepers	13.7	6,540	11,804
Typists	13.7	6,070	11,076
Secretaries	13.9	6,860	11,960
Registered Nurses	14.2	8,090	12,264

Sources: U.S. Department of Labor, BLS; U.S. Department of Commerce, Census Bureau.

*Based on weekly medians

Clearly, the economic return on greater educational achievement is typically low in occupations where women predominate. These jobs pay consistently less than male-dominated fields, regardless of educational achievement or economic demand. Secretarial work is a prime example of designating "women's work" as automatically lower paid. Even the current secretarial shortage has not produced significant wage increases. Companies classify jobs as clerical and set salary rates and ceilings for these jobs with little or no consideration of the actual job content or skills required. Corporate salary schedules commonly fail to differentiate between lower-skilled and higher-skilled clerical jobs. Further, employers make few provisions for a schedule of salary increases, after the initial years, to reward seniority and reflect the abilities developed over time in a company. The principle used to set salaries is that women hold these jobs; wage rates are not based on an objective analysis of the actual skills involved (Women Employed Institute, 1980).

THE EARNINGS GAP

The magnitude and persistence of the earnings gap between men and women are familiar and important issues among working women. First, most women work because of economic need, and women have assumed a significant role in their own and their families' economic support. Women's concentration in low-paying, dead-end jobs makes their budget problems more difficult. Second, the sustained earnings differential is in sharp contrast to the gains women have made in the numbers and kinds of jobs they hold. Women who worked at year-round, full-time jobs in 1980 earned only 60 cents for every dollar earned by men. In fact, men's median weekly earnings exceeded women's by about $143, so that women had to work nearly 8.3 days to gross the same earnings men grossed in 5 days (U.S. Dept. of Labor, Women's Bureau, 1979).

The earnings differential has not changed substantially in recent years. In 1980, the median annual $18,612 earned by men exceeded women's $11,197 by 66 percent. When the absolute difference between the earnings of men and women over a 25-year period is expressed in constant dollars to take into account the reduced purchasing power of the dollar, the disparity is even more evident. As Chart 4 indicates, the earnings gap in constant 1967 dollars increased from $1,911 in 1955 to $3,004 in 1980 (U.S. Dept. of Labor, Women's Bureau, 1979).

Some major gains for working women have been made over the past ten years. Women have access to jobs previously closed to them. Lawsuits have

established legal precedents for equal opportunity, equal pay, and affirmative action. Nevertheless, the 1981 labor statistics do not show any significant changes in the wage differential between men and women. Even in occupations dominated by women, men earn more.

CHART 4.
COMPARISON OF MEDIAN EARNINGS OF YEAR-ROUND, FULL-TIME WORKERS, BY SEX
1955-1980
(Persons 14 years of age and over)

YEAR	MEDIAN EARNINGS WOMEN	MEN	EARNINGS GAP IN DOLLARS	WOMEN'S EARNINGS AS % OF MEN'S	% MEN'S EARNINGS EXCEEDED WOMEN'S	EARNINGS GAP IN CONSTANT 1967 DOLLARS
1980	$11,197	$18,612	$ 7,415	60.2	66.2	$ 3,004
1975	7,504	12,758	5,254	58.8	70.0	3,259
1965	3,823	6,375	2,552	60.0	66.8	2,700
1960	3,293	5,417	2,124	60.8	64.5	2,394
1955	2,719	4,252	1,533	63.9	56.4	1,911

Source: U.S. Department of Labor, Bureau of the Census.

Notes: For 1967-80, data include wage and salary income and earnings from self-employment; for 1955-56, data include wage and salary income only.

POVERTY

Poverty and low-income levels are determined annually by the Department of the Census, in accordance with the Consumer Price Index. Poverty is now defined as an annual income of about $8,000 for a family of four. Poverty, a long-standing social problem, hits women with particular force.

According to a 1981 report of the National Advisory Commission on Economic Opportunity, reported in the *Los Angeles Times* in January 1982 (Mall, 1982):

- Two out of every three American adults classified as living in poverty are women.
- Women and children comprise 75 percent of poor people.
- Although only 5 percent of families headed by men are at the poverty level, 25 percent of families headed by women live in poverty. Families headed by women live on 40 percent of the income of those headed by men.
- Up to one-third of the women on welfare work, but cannot earn enough to support their families.
- The average stay on welfare is 18 months. Long-term recipients are a minority.
- If the present trends continue, the poverty population will be composed solely of women and their children by the year 2000.

The report claims that welfare programs designed to get people out of poverty aren't helping women, because they do not address women's problems. For example, when a family breaks up, the usual result is that the man becomes single and the woman becomes the single family head. A study by Arlene F. Saluter of the Census Bureau, reported in the *San Diego Union* in August 1982 disclosed that 90 percent of the children in one-parent families live with their mothers and that 20 percent (12.6 million) of children under 18 in the United States live with only one parent (*San Diego Union*, 1982).

Generally, poor women have marginal jobs; that is, there are usually no fringe benefits. So when the women lose their jobs, they go on welfare. To get out of poverty and dependence on the welfare system, they need job training and support services such as day care for their families. They need training to get jobs in which they can be economically independent. But current publicly funded job training programs tend to keep women in jobs with lower pay, higher unemployment, less overtime, less union protection, and less opportunity for advancement (*Time Magazine*, 1982).

THE ISSUE FOR THE '80S

According to a recent report by the California Commission on the Status of Women (1981), the big issue for the '80s is *comparable worth*. It provides a viable approach to the problem of wage disparity. Comparable worth is

169

equal pay for jobs of equal value, according to the level of skills, responsibility, effort, and working conditions. Comparable worth differs from the principle of equal pay for equal work stated in the 1963 Equal Pay Act, in that it allows for the comparison of different jobs.

Comparable worth delves into comparisons of pay differentials between "men's" work and "women's" work. These comparisons can be made through a system of job evaluation. Evaluation of jobs to determine wages should be conducted to assess the worth of the job, not the prevailing market wages or other means that perpetuate bias in categorizing wages.

The Equal Employment Opportunity Commission is currently investigating Title VII of the Civil Rights Act of 1964 as a legal foundation for developing guidelines for and enforcing comparability. There are, however, some legal experts who disagree that Title VII provides the necessary justification for comparability.

Most of the opposition to comparability relates to economics. The cost of raising women's wages to the median of men's wages would be in the billions. Comparability is a significant and timely vehicle for women to gain equity in the work force, but it will also be the subject of great controversy and debate. It represents a worthy challenge for the '80s.

REFERENCES

California Commission on the Status of Women. "Comparability: An Issue for the 80's." California Women (January 1981).

Council of Chief State School Officers. Facing the Future: Education and Equity for Females and Males. Washington, D.C.: Resource Center on Sex Equity, 1980.

Foundation for the Improvement of Education. Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education. Washington, D.C.: Author, 1980.

Mall, Janice. "Question of Financial Independence." Los Angeles Times (January 10, 1982).

Rytina, Nancy F. "Earnings of Men and Women: A Look at Specific Occupations." Monthly Labor Review (April 1982): 25-31.

San Diego Union. "20% of Children Live in One-Parent Homes, According to Census Bureau." (August 9, 1982).

Time Magazine. "How Long Till Equality?" (July 12, 1982): 20-29.

U.S. Department of Labor, Bureau of Labor Statistics. "Women in the Labor Force: Some New Data Series." Report 575. Washington, D.C., 1979.

U.S. Department of Labor, Bureau of Labor Statistics. "Employment in Perspective: Working Women." 1981 Annual Summary. Report 663. Washington, D.C., 1981a.

U.S. Department of Labor, Bureau of Labor Statistics. "Earnings of Workers and Their Families: First and Second Quarter, 1982." News (May 1982): 179; (August 1982): 227.

U.S. Department of Labor, Bureau of Labor Statistics. "Employment in Perspective: Working Women." Report 669. Washington, D.C., 1982.

U.S. Department of Labor, Office of the Secretary, Women's Bureau. The Earnings Gap Between Women and Men. Washington, D.C., 1979.

U.S. Department of Labor, Office of the Secretary, Women's Bureau. Job Options for Women in the 80's. Pamphlet 18, 1980.

Women Employed Institute. Women at Work: Barriers to Economic Equality. Chicago: Author, 1980.

WORKSHEET 15

TAKE A GOOD GUESS

Adapted from materials developed by The Children's School.

INSTRUCTIONS: Guess what percentage of men and women there are in each of the jobs below.

OCCUPATION	% MEN	% WOMEN
Accountant		
Bookkeeper		
Secretary		
File Clerk		
Auto Mechanic		
Carpenter		
Secondary School Teacher		
Elementary School Teacher		
School Administrator		
Cosmetician		
Dental Assistant		
Dentist		
Doctor (General)		
Veterinarian		

OCCUPATION	% MEN	% WOMEN
Psychologist		
Lawyer		
Police Officer		
Nurse		
Bank Officer		
Bank Teller		

INSTRUCTIONS: Use this list to find the correct percentages.

OCCUPATION	% MEN	% WOMEN
Accountant	78	22
Auto Mechanic	98	2
Bank Officer	82	18
Bank Teller	10	90
Bookkeeper	12	88
Carpenter	99	1
Cashier	13	87
Chemist	88	12
Cook/Chef	40	60
Cosmetician	8	92
Custodian	87	13
Dental Assistant	2	98
Dentist	99	1
Doctor (General)	88	12
Economist	81	19
Electrician	98	2
Elementary School Teacher	14	86
Engineer	94	6
File Clerk	14	86
Flight Attendant	5	95
Guard	95	5
Insurance Agent	87	13
Lawyer	94	6
Librarian	17	83
Nurse	3	97
Painter & Paperhanger	96	4
Pharmacist	86	14
Psychologist	60	40
Plumber	99	1
Police Officer	97	3
Real Estate Worker	64	36
Receptionist	3	97
Retail Sales Worker	30	70
School Administrator	79	21
Secondary School Teacher	51	49
Secretary	4	96

OCCUPATION	% MEN	% WOMEN
Social Worker	39	61
Telephone Operator	4	96
Waiter/Waitress	12	88
Veterinarian	95	5

Source: 1975 Handbook on Women Workers. U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1975.

MINI-LECTURE: REALITIES OF THE WORK WORLD

This Mini-Lecture covers the basic realities of women in the work world, with a look at the present picture and a projection into the future.

FACTS

Since limitations on women have been dramatic in the work arena, this Mini-Lecture will concern itself with facts about women workers. Nine out of ten women work at some time in their lives; three out of four working women work full-time. Currently, women are entering the labor force in ever-increasing numbers, as shown by an increase of two million women in a one-year period (1977-78). The U.S. Department of Labor projects that by 1990, 57 percent of all women 16 and older, and 72 percent of women in the prime working ages of 25 to 54, will be working or seeking jobs. By then, women will make up 45 percent of the total civilian labor force. [Use the Transparency "Labor Force Participation" to illustrate.]

SOCIOLOGICAL FACTORS

There are many sociological factors that contribute to the significant increase of women in the work force. Some of these factors are the rising divorce rate, the declining birthrate, later marriages, increased education, inflation, the women's movement, and legislation. [Discuss the effects of these factors.]

On the average, a woman can expect to work for about 25 years if she is single. [Use the Transparency "Married Women--Adult Years" to illustrate data on married women.]

OCCUPATIONAL SEGREGATION

Although the increased number of women in the labor force is dramatic, women tend to be employed in the same traditional fields (secretarial, nursing, and teaching) as they have been for the past 25 years. [Use the Transparencies "Occupational Distribution of Men and Women," "Occupational Distribution of Working Women," "Occupational Segregation in Nontraditional Jobs," and "Clerical Segregation" to illustrate.]

Even when a female's educational level is comparable or superior to a male's, a disparity in income is apparent. In 1981, the median weekly earnings for a female college graduate working full-time were $301. For men, median earnings were $471. [Use the Transparencies "Education and Earnings in Male- and Female-Intensive Occupations" and "Education and Earnings."]

EQUAL PAY FOR EQUAL WORK?

Is there equal pay for equal work? According to the data, this equality *does not exist*. On the average, women employed full-time in 1980 earned about 60 cents for every dollar earned by men. Women worked nearly 8.3 days for the same gross wages men earned in five days. And this *earnings gap* has actually increased over the past 25 years. When calculated in constant 1967 dollars, the differential between men's and women's median annual incomes has grown from $1,911 in 1955 to $3,004 in 1980.

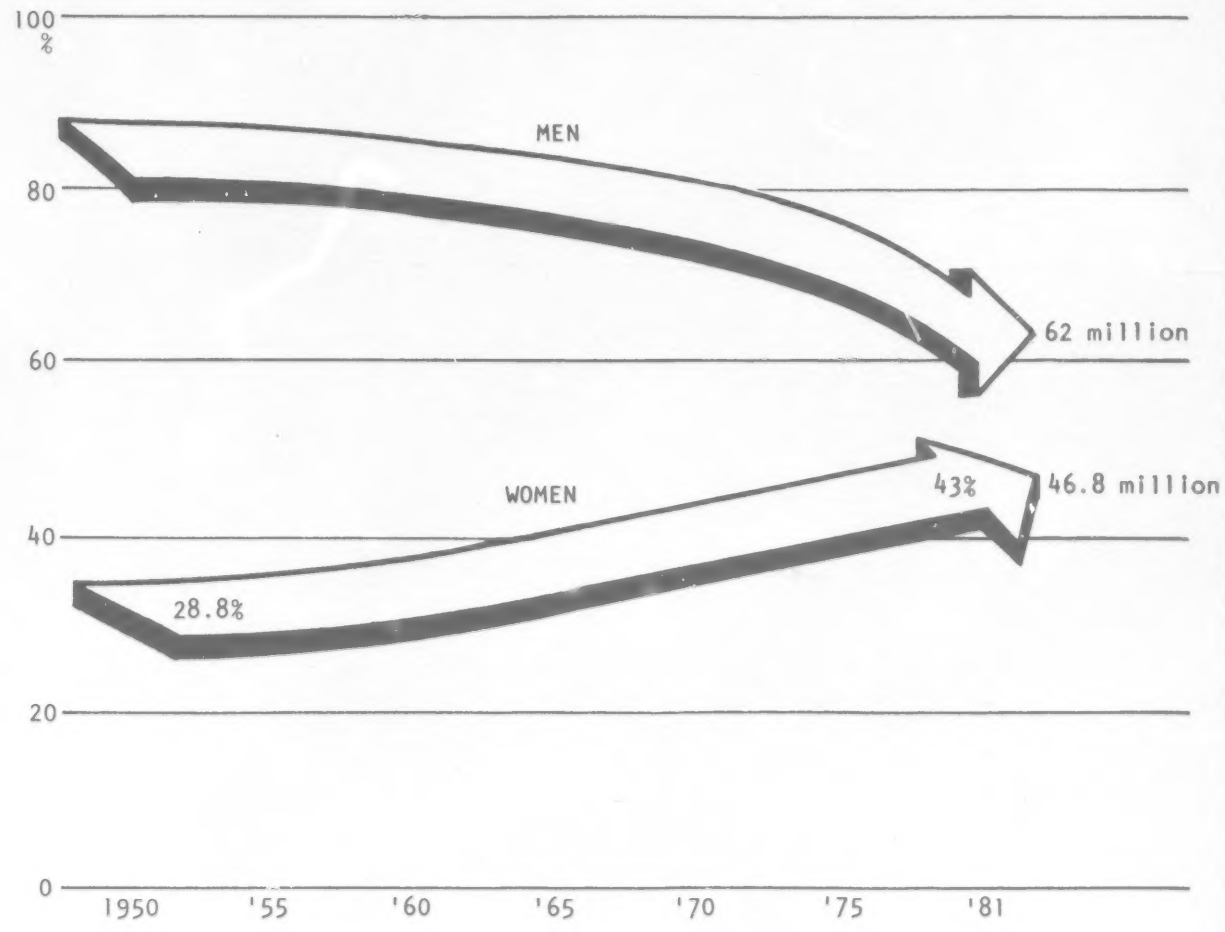
In a comparison of some of the highest-paid occupations for both sexes for 1981, where there were comparable categories with employment of 50,000 or more, the differences were all more than $100 per week, and some neared $200. For example, male computer systems analysts earned a median weekly income of $546, while females earned only $420; men employed in personnel and labor relations earned $514 per week, and women $330. Women in the highest-paid occupation earned a median income of $85 per week less than the occupation ranked twentieth in terms of income for men.

[Use the Transparency "Earnings Gap Between Women and Men" to illustrate.]

MINORITY WOMEN

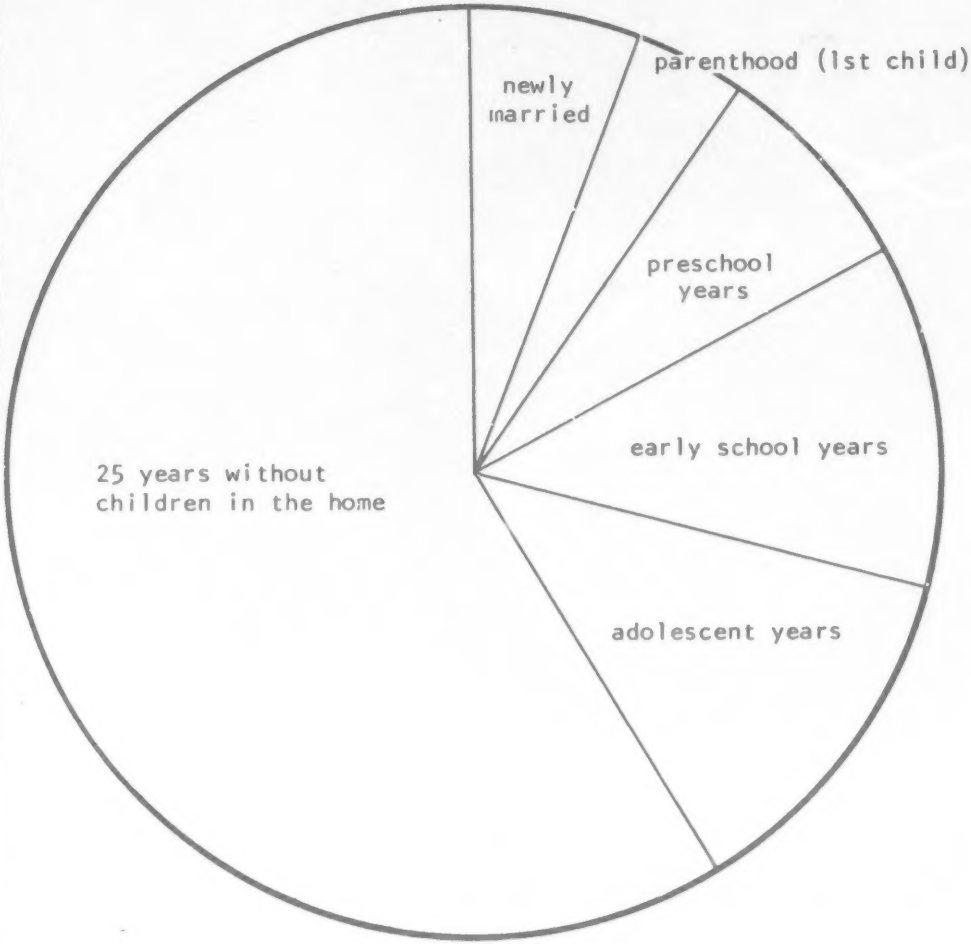
In general, minority women experience a comparatively high rate of unemployment, and are concentrated in low-paying, low-status jobs. They earn less than *all* men and less than white women. [Discuss the implications of the data presented in this Mini-Lecture for your participant audience.]

LABOR FORCE PARTICIPATION

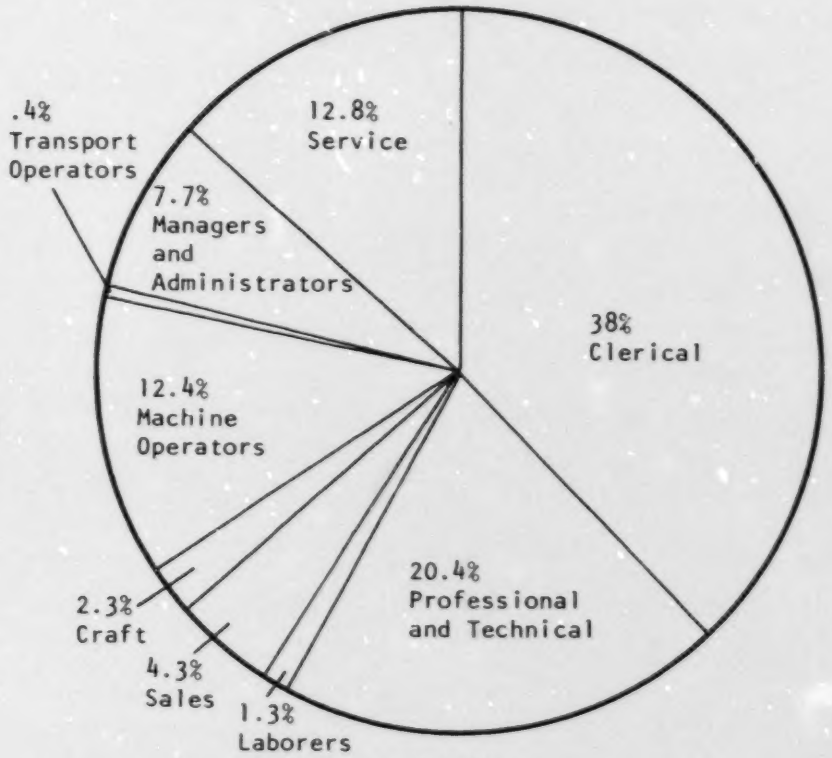


Source: U.S. Department of Labor, Bureau of Labor Statistics, 1981.

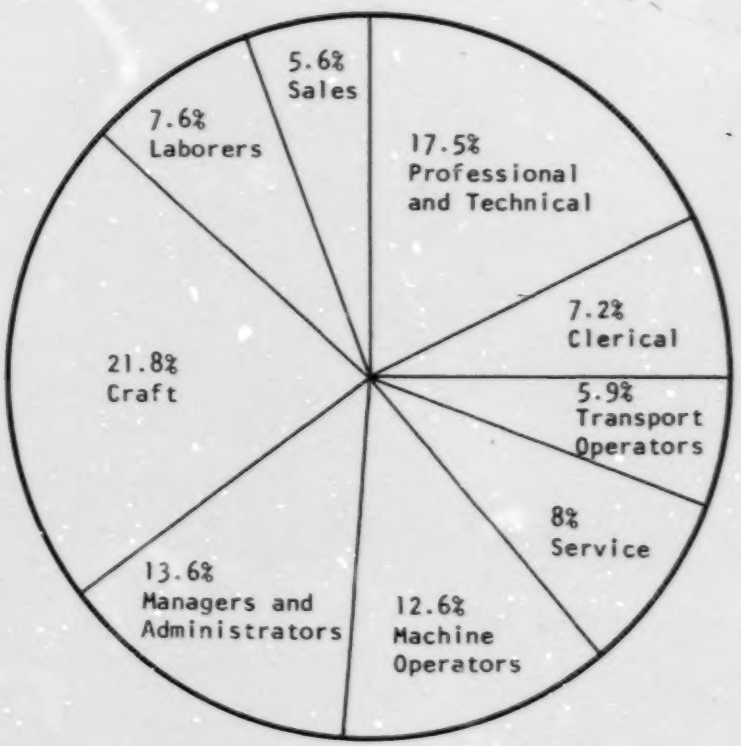
MARRIED WOMEN - ADULT YEARS



OCCUPATIONAL DISTRIBUTION OF MEN AND WOMEN



WOMEN

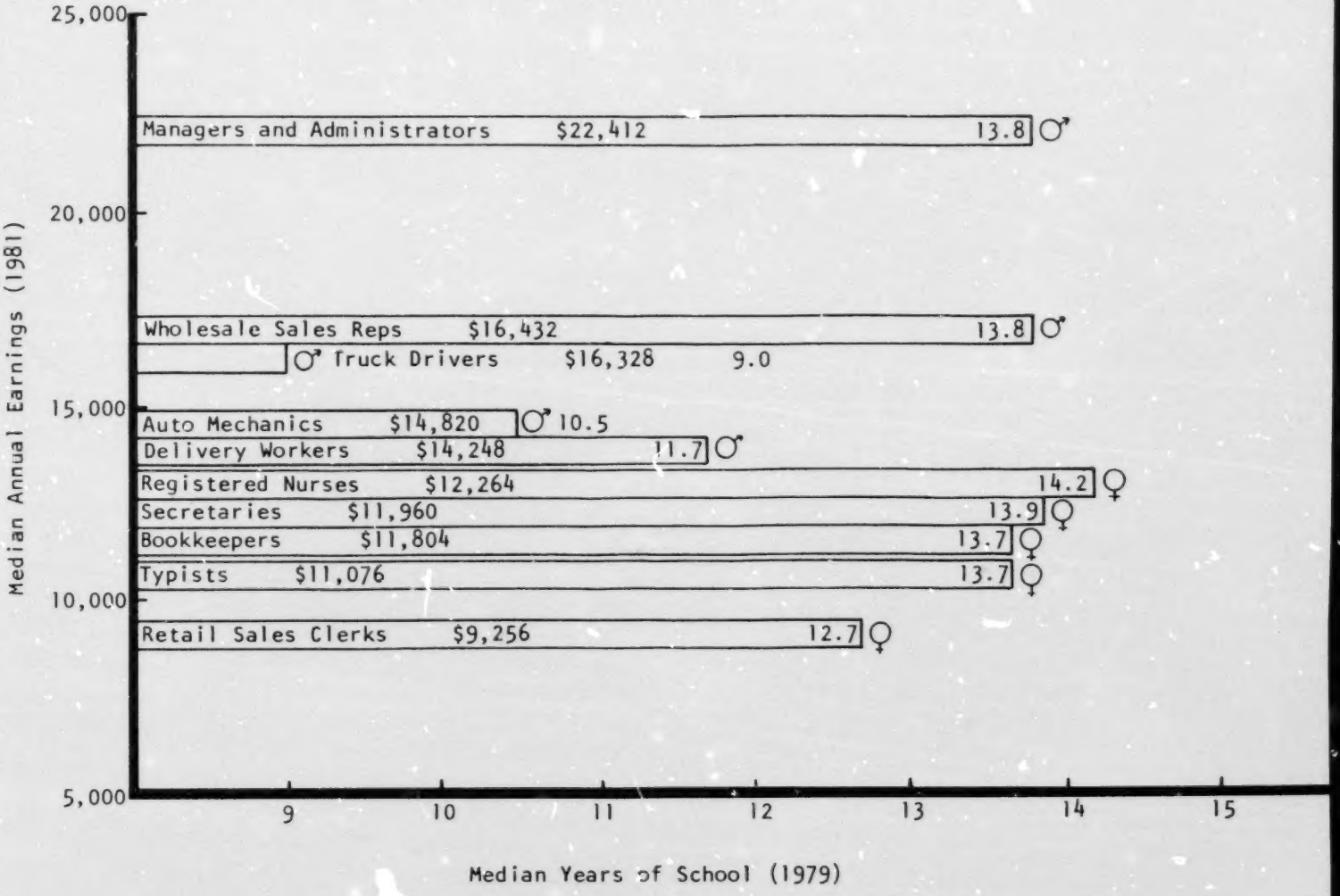


MEN

OCCUPATIONAL SEGREGATION IN NONTRADITIONAL JOBS 1971-1981

	% Female		%
	1971	1981	Increase/Decrease
Truck Drivers	.7	2.1	1.6
Engineers	1.0	4.7	3.7
Craft Workers	2.7	5.6	2.9
Laborers	3.7	10.4	6.7
Protective Service Workers	4.7	7.6	2.9
Mail Carriers	6.2	11.7	5.5
Blue-Collar Supervisors	7.4	10.5	2.9
Physicians, Dentists	7.9	23.2	15.3
Technicians, Scientists	9.7	17.8	6.1
Religious Workers	11.6	9.3	-2.3

EDUCATION AND EARNINGS IN MALE- AND FEMALE-INTENSIVE OCCUPATIONS



Sources: U.S. Department of Labor, Bureau of Labor Statistics
U.S. Department of Commerce, Census Bureau

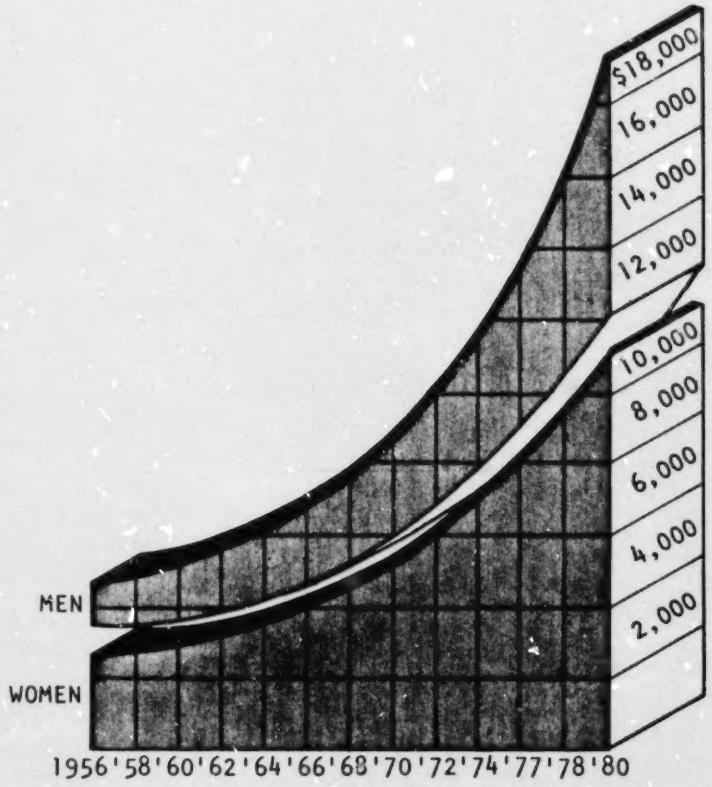
EDUCATION AND EARNINGS
1981 MEDIAN WEEKLY EARNINGS

Years of School Completed	White		Black		Hispanic	
	M	F	M	F	M	F
Less than 4 Years of High School	301	182	241	172	232	167
4 Years of High School	372	224	294	209	319	211
4 Years of College	471	301	354	296	384	285
5 Years of College or More	510	359	449	384	446	

Source: Earl F. Mellor and George D. Stamas, "Usual weekly earnings: Another look at intergroup differences and basic trends." Monthly Labor Review, U.S. Department of Labor, Bureau of Labor Statistics (April 1982). 15-24.

EARNINGS GAP BETWEEN MEN AND WOMEN

Median earnings of full-time, year-round workers, 14 years of age and over, by sex, 1956-1980



Source: U.S. Department of Commerce, Bureau of the Census, 1980.

SESSION 7: WORD POWER

Student Workshop

GOAL: TO UNDERSTAND THE IMPORTANCE OF INCLUSIVE, NON-STEREOTYPED LANGUAGE

GENERAL BUSINESS — 5

Invite comments and questions from the last session.

OBJECTIVE

Students will rewrite exclusionary and stereotyped language so that it is inclusionary and free of stereotypes.

LANGUAGE AND SEXISM — 5

Give the Mini-Lecture "Bias in Language," using the Transparencies. If appropriate, use the Mini-Lecture as an introduction to the following slide presentation.

20

Show the slide/tape presentation *Word Power* (if appropriate).

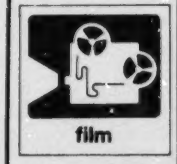
15

Introduce the Worksheet "Language: Make It Equitable," stating that the activity is for information and critical analysis. Define and post the words *generic*, *inclusionary*, and *exclusionary*. Review the word *stereotyping*.

Chalkboard
Newsprint
Masking tape
Markers
Overhead projector

MINI-LECTURE:
Bias in Language

TRANSPARENCY MASTERS:
Societal Values
Literal Interpretation
Inclusive Language
Stereotyping



SLIDE/TAPE PRESENTATION:
Word Power
Projector
Screen
Cassette player

WORKSHEET:
Language: Make It Equitable

In small groups, have students complete the language rewrite activity. Visit the groups. Ask leading questions as necessary, e.g., *"Are your rewrites inclusive of both sexes?"*

In the large group, have students discuss and correct the Worksheet.

FOLLOW-UP ACTIVITIES

Have students make a Male/Female Poster by dividing a sheet of paper in half and labeling one side "female," the other, "male." Have students cut words out of magazines that sound like "boy" words or "girl" words. Then have students paste them in the appropriate sections of their papers.

Have students make a media collage of pictures of males and females as found in magazines, etc. Discuss the activities, dress, and ages of the images portrayed.

PROCESS EVALUATION

5 Conduct a process evaluation of the session, using the "Process Evaluation Form."

ASSESSMENT INSTRUMENT: Process Evaluation Form

MINI-LECTURE: BIAS IN LANGUAGE

This Mini-Lecture addresses the importance of language, as well as specific areas of language usage that are considered in the workshop activities.

SOCIETAL VALUES

Our language both *teaches* and *reflects* societal *values*. [Use the Transparency "Societal Values" to illustrate.] As a specific example, consider the words *bachelor* and *spinster*. Children learn that in one sex, singleness is valued, while in the other, value is lost.

The societal values of the 1700s are reflected in the language of the Constitution and the Declaration of Independence. These documents use the pseudo-generic* *man*, which meant only white, property-owning males. This interpretation is still used by the courts. The 14th and 15th Amendments, for minority males, and the 20th Amendment, for women, were necessary to give these groups the right to vote.

The language we use reflects our *culture* and thereby shapes our *thoughts*. But this shaping is not one-way. Language changes as the individuals in the culture alter and expand their values and knowledge. WE CAN HAVE AN EFFECT. The word *Black* instead of *Negro* is an example of rapid change in word usage that reflects changing attitudes--attitudes changed via vigorous civil rights activities and increased Black pride.

LITERAL UNDERSTANDING

[Use the Transparency "Literal Interpretation" to illustrate.] Children, as well as adults, have a *literal* understanding of language. When we hear the word *policeman*, we visualize a *man*. *Man-hours* means that *men* are working, not women. The Drake University study abstracted in your Reading showed that college students visualized males when the pseudo-generic *man*

*Generic refers to all members of a class or group.

was used, and that when truly generic words like *people* were used, significantly more female images were included.

INCLUSIVE LANGUAGE

[Use the Transparency "Inclusive Language" to illustrate.] Related to our literal understanding of language is the use of *inclusive language*. Expressions such as "man-hours," "men of science," and "man invents the wheel" exclude and omit the contributions and participation of females. *Sex-inclusive* or *sex-fair* language includes *all* relevant people. For example, if *humans* invented the wheel, females may then be visualized as part of this group. A book titled *Famous Scientists* instead of *Men of Science* will more likely be thought to include mention of the Nobel Prize-winning physicist Maria Goepper Mayer.

STEREOTYPED LANGUAGE

[Use the Transparency "Stereotyping" to illustrate.] *Stereotyped language* includes *limited assumptions* about how a male or female can be. "The nurse . . . she" and "act like a man" are examples. The assumptions here are that men are not nurses, or that men must not show their feelings. *Stereotyping* occurs as a *pattern of assumptions*. Children perceive these patterns and limit their behaviors and aspirations accordingly.

The stereotype of the female as less important than the male must also be considered, since both girls and boys learn to devalue females through demeaning or belittling language. Examples of this will be found in the Worksheet we will be doing. *Sissy* is an example of language that demeans males, but note that the insult has to do with being "like a woman."

SUMMARY

Since children learn about societal values and society's expectations for them through the language used by adults, it is important for us, as people involved in the schools, to examine our language and to see that we are *expanding options* and not inadvertently limiting them.

TM

Societal Values

Bachelor

Literal Interpretation

Stereotyping

WORKSHEET 16

LANGUAGE: MAKE IT EQUITABLE

Adapted from materials developed by Margaret Budd and Myrra Lee for the San Diego Unified School District.

I. INCLUSIVE LANGUAGE

A. *INSTRUCTIONS: Rewrite the following examples so that they are non-sexist and inclusive.*

1. early man *early people*
2. Neanderthal man _____
3. cavemen _____
4. congressman _____
5. fireman _____
6. When man invented the wheel _____

_____

7. policeman _____
8. man-made _____
9. chairman _____
10. housewife _____
11. motherhood _____
12. History of the Black Man in America _____

B. *INSTRUCTIONS: Rewrite these sentences (quoted from career materials) so they include both sexes.*

1. How does the postman get his job? *How do postal carriers get their jobs?* _____

2. Select the owner of a business and make pictures for the bulletin board of the people he must pay and the materials he must purchase._____

_____

_____

3. The secretary who does not make the most of her physical attributes is not doing herself justice._____

_____

4. The social worker concentrated her skills in family practice._____

_____

5. Have students find out where their fathers work._____

_____

II. STEREOTYPING AND DEMEANING LANGUAGE

INSTRUCTIONS: Rewrite the underlined words to make them equal or parallel for men and women.

1. the <u>fair sex</u>; the <u>weaker sex</u> *women; females*
2. <u>girls</u> in the office/men in the office _____
3. man and <u>wife</u> _____
4. <u>old maid</u>, bachelor _____
5. career man; <u>career girl</u> _____
6. The works of Hemingway, Steinbeck and <u>Miss Buck</u> were widely read._____

_____

7. Mr. McAllister runs the garage in partnership with his wife, a striking blonde, who mans the pump. _____

_____

8. sissy, tomboy _____

III. STEREOTYPING IN TEXTBOOKS

INSTRUCTIONS: Rewrite the examples so that stereotypes about men and women are not reinforced.

1. the founding fathers *the founders* _____

2. Pioneers moved West, taking their wives and children with them.

_____

_____

3. In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.

_____

_____

4. Al listened tolerantly to the ladies' chatter. _____

_____

5. Math problem: Susie bought a doll for $3.68, and Billy bought a toy truck for $3.50. How much more did Susie pay? _____

_____

WORKSHEET ANSWER KEY

Language: Make It Equitable

The following are suggested answers, and are not meant to be definitive.

I. A.
2. people, humans
3. cave dwellers
4. members of Congress
5. fire fighter
6. humans
7. police officer
8. synthetic, artificial, handmade
9. the chair, chairperson
10. homemaker
11. parenthood
12. Black History

B.
2. people who must be paid, etc.
3. Make it plural; change "attributes" to "appearance."
4. Delete the pronoun "her."
5. Change "fathers" to "parents."

II.
2. women
3. man and woman, or husband and wife
4. single woman
5. woman
6. Delete "Miss" for parallel usage.
7. Mr. and Mrs. McAllister run the garage as partners.
8. sensitive

III.
2. Pioneer families moved West.
3. the family could take care
4. Judy listened tolerantly to the men's chatter.
5. Change or reverse the toys--let Susie buy stamps and Billy a teddy bear.

207

208

SESSION 8: EXPLORING VALUES

Student Workshop

GOAL: TO EXPLORE THE CONCEPTS OF MASCULINITY AND FEMININITY

GENERAL BUSINESS 5

Invite comments and questions on the last session.

Chalkboard
Newsprint
Masking tape
Markers

OBJECTIVE #1

Students will be able to compare and contrast their feelings and beliefs about what males are like and what females are like.

OPINION POLL 15

Introduce the Worksheet "Opinion Poll," asking students to complete it individually. Have them do it for their own feelings. Select two or three items to discuss in the large group. Ask students: *"Do you know of boys and girls who do these things or who act these ways? If boys are more logical (#11), how did this come about?"* Collect the Worksheets for data compilation.

Note: Have two student volunteers compile female student responses and male student responses on two separate sheets. If appropriate, rank the items from most agreement to least agreement. Post the results and conduct a follow-up discussion, as time permits, during the next class session.

WORKSHEET:
Opinion Poll

OBJECTIVE #2

Students will compare and contrast their own expectations for males and females.

CREATIVE WRITING 15

Have each student write a brief paragraph in response to one of the following questions:

- *Think of what might happen if you suddenly had a twin of the opposite sex. What could your twin do that you couldn't do, and what could you do that your twin couldn't?*

- *Pretend you are the parent of two small children, a boy and a girl. How would you raise your children? What would you expect of each child? Would they have the same toys? What would happen if they both did something bad one day? Would they both play sports, take music lessons, do chores?*

DISCUSSION 10

Have students share their stories with the large group, or display them for others to read. Ask students the following questions:

- *In what ways have you been limited by sex-role stereotyping in your life?*
- *In what ways would you raise children differently from the way you were raised?*
- *People use the word androgyny to describe a child raised without sex-role stereotyping. What are the advantages of androgyny? What are the disadvantages?*

Note: Have student volunteers record the responses as they did for the first activity. Include this in the follow-up discussion of the Worksheet.

FOLLOW-UP ACTIVITIES

Have students use the Worksheet "Opinion Poll" with specific groups--the football team, their parents, etc. Compile the results to share with the class.

WORKSHEET: Opinion Poll

PROCESS EVALUATION 5

Conduct a process evaluation of the session, using the "Process Evaluation Form."

ASSESSMENT INSTRUMENT: Process Evaluation Form

WORKSHEET 17

OPINION POLL

Adapted from materials developed by The Children's School.

MALE_____ FEMALE_____ AGE_____

INSTRUCTIONS: *You are about to take part in an important opinion poll! It will show what <u>you</u> believe to be true about boys and girls. Please check after each question in the box that best describes <u>your</u> feelings.*

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
1. Boys are braver than girls.					
2. Girls are smarter than boys.					
3. Girls are more cheerful than boys.					
4. Boys can be on their own more than girls.					
5. Girls are more shy than boys.					
6. Boys are more athletic than girls.					
7. Boys know how to say what they want better than girls do.					
8. Girls are more loyal than boys.					
9. Boys are more forceful than girls.					
10. Girls are more understanding of other people's feelings than boys are.					
11. Boys are more logical than girls and do better in math and science.					

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
12. Boys are better leaders than girls.					
13. Girls are more easily fooled than boys.					
14. Girls are better than boys at helping younger children.					
15. Girls are more gentle than boys.					
16. Boys have more self-confidence than girls.					
17. Boys cannot learn to cook and sew as well as girls.					
18. Girls are neater than boys.					
19. Boys need to continue their education after high school more than girls do.					
20. Girls are more concerned than boys about how they look.					
21. Boys are not as honest as girls.					
22. Girls cannot learn to use tools and fix cars as well as boys.					
23. Boys are more adventurous than girls.					
24. A girl cannot be as good a doctor, lawyer, plumber, or carpenter as a boy can.					
25. Boys should not help with the housework.					
26. A woman would not make a good U.S. president.					

SESSION 9: ANDROGYNY

Student Workshop

GOAL: TO EXPLORE THE CONCEPT OF ANDROGYNY

GENERAL BUSINESS 5

Invite comments and questions from the last session.

Review the results of the Worksheet "Opinion Poll," from Session 8, and of the Creative Writing exercise in preparation for the following activity on androgyny.

Chalkboard
Newsprint
Masking tape
Markers

OBJECTIVE

Students will identify qualities that describe an ideal person.

ANDROGYNY SCALE 15

Introduce and define androgyny as follows:

- Androgyny expands the range of behaviors available and acceptable to females and males (Bem 1974).
- The word *androgyny* is from the Greek roots *andr-* and *gyne*, meaning male and female, indicating a balanced expression of "masculine" and "feminine" traits to allow each sex the full range of human characteristics needed for individual actualization.

10 Distribute the Worksheet "Androgyny Scale for Students." Point out that this is a self-analysis--there's no pass or fail, no right or wrong--and papers will not be collected. Have students complete the Worksheet.

WORKSHEET:
Androgyny Scale for Students

Have participants score their own tests by adding the numbers in Column I, then in Column II, and comparing the two scores. Tell students, *"If there is a difference of more than ten points, your personality (as you see it) is weighted predominantly in either the male (Column I) or the female (Column II) stereotype."*

CONDUCT DISCUSSION **20**

Ask students the following questions:

- *To what extent are the traits in Column I a stereotype of what is expected of boys? Column II of what is expected of girls?*
- *How influenced are you by the typical American sex-role stereotypes we were taught to believe at a very early age?*
- *In what ways are these stereotypes changing?*
- *Is there a real reason why any of these characteristics should be labeled "masculine" or "feminine"?*
- *Do most people have some characteristics from each column?*
- *What problems might you encounter if you were predominantly sweet, gentle, tender, sensitive? What if you were mainly aggressive, dominant, and competitive?*
- *Create a dream personality. List the ten qualities you think would make an ideal person. Do you know anyone like this?*

Post the answers on the chalkboard.

Note: Be ready to discuss all aspects of sexuality and sexual preference. If students' concerns indicate a need, introduce the issue. In a senior high class, remarks about homosexuality may well be forthcoming, and you should point out that homosexuality is a sexual preference, not a personality trait. Take care to communicate that sexual preference is not a function of preferring stereotypically masculine or feminine activities. Focus the discussion on the idea that a person who has a good balance of personality traits may get along better in the world than a person whose makeup is predominantly described by one column or another on the Worksheet.

ASSESSMENT
(optional posttesting)

If you do posttesting, adjust workshop times accordingly. Use the Assessment Instruments What Do You Know About Sex Equity? Adult Rating Scale, and Person-Concept Incongruency Scale. Arrange to share the results with the students.

WORKSHOP EVALUATION AND WRAP-UP **10**

Conduct an evaluation of the workshop, distributing the "Final Assessment" for completion by the students.

Lead a wrap-up discussion, asking students, *"What one or two things have you learned?"* Post their responses.

ASSESSMENT INSTRUMENTS:
What Do You Know About Sex Equity?
Adult Rating Scale
Person-Concept Incongruency Scale

ASSESSMENT INSTRUMENT:
Final Assessment

ANDROGYNY SCALE FOR STUDENTS

Adapted from *Becoming Sex Fair*, a WEEA project developed by the Tredyffrin/Easttown School District, Berwyn, Pennsylvania.

INSTRUCTIONS: Using the following numbers, score yourself 1, 2, 3, or 4 for each of the twenty adjectives describing personality. Then add up your Column I score and then your Column II score. Find the difference.

1. *Usually not or rarely*
2. *Occasionally or sometimes*
3. *Often or usually*
4. *Quite often or very much*

COLUMN I	COLUMN II
_____a. aggressive (bold, pushy)	_____a. affectionate (loving)
_____b. ambitious (wanting to succeed)	_____b. compassionate (caring)
_____c. assertive (speaking out)	_____c. gentle (considerate)
_____d. athletic (physically active)	_____d. loving children
_____e. competitive ("win-lose")	_____e. loyal (sticking to your friends or being a good friend)
_____f. dominant (controlling)	_____f. sensitive to others
_____g. forceful	_____g. sympathetic

_____h.	independent	_____h. tender
_____i.	self-reliant (solving your own problems)	_____i. understanding
_____j.	will take a stand	_____j. warm

ASSESSMENT INSTRUMENT 5

FINAL ASSESSMENT

This Assessment Instrument was prepared by Resources for Non-Sexist Environments, a federally funded WEEA project, to accompany EXPANDING OPTIONS, sex equity workshops for school communities, K-12.

INSTRUCTIONS: At the conclusion of the workshop, use this form to assess each session.

Place the appropriate number from the scale at right in each box below and specify the reasons for your response:

Effective 1 2 3 4 5 Not Effective

ORGANIZATION Why?_____

_____

CONTENT Why?_____

_____

AUDIOVISUAL PRESENTATIONS Why?_____

_____

WORKSHEETS; ACTIVITY CARDS

Most Valuable_____

Why?_____

READINGS

Most Valuable _____

Why? _____

What specific changes would you make in this session? For example, what information or activities would you expand, delete, or add?

_____

_____

_____

_____

_____

☆ U.S. GOVERNMENT PRINTING OFFICE: 1984--700-954--310